



Magnolia Public Schools

Board Meeting

Date and Time

Thursday February 11, 2016 at 6:00 PM

Location

MSA 6: 3754 Dunn Drive, Los Angeles, CA 90034 Teleconference Information:
Dial:1.844.572.5683 Code:1948435

AGENDA

Regular Meeting of the MPS Board of Directors

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

- 6181 Albion Dr. Huntington Beach, CA 92647
- 7220 Trade St. San Diego, CA 92121
- 2451 Ridge Rd. Berkeley, CA 94709
- 449 36th Street #2 Brooklyn, NY 11232

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. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS central office. If you need special assistance to attend the meeting, please notify Barbara Torres at (714) 892-5066 x100 to make arrangements and accommodate your disability.

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 13950 Milton Ave Ste 200 Westminster, CA 92683.

MPS Board Members:

Umit Yapanel, President
Noel Russell-Unterburger, Treasurer
Saken Sherkhonov, Secretary
Ali Korkmaz
Mustafa Kaynak
Remzi Oten

Serdar Orazov
Diane Gonzalez
Nguyen Huynh

Closed Session
CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Property: 6365 Lake Atlin, San Diego, CA 92119
Agency Negotiator: Frank Gonzalez
Negotiating Parties Preface LLC; SDUSD

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Record Attendance and Guests			
B. Call the Meeting to Order			
C. Approve Minutes of Regular Board Meeting- January 21, 2016	Approve Minutes		
II. Action Items			
A. Approval of Single Plan for Student Achievement (SPSA) for all MSA 1,2,3,5,7,8,SA,SC	Vote	David Yilmaz	5
B. Approval of Search and Seizure Policy for all MPS	Vote	Kelly Hourigan	5
C. Approval of School Safety Plans for all MPS Schools	Vote	Kelly Hourigan	5
D. Approval of Changes in Teacher's Salary Scale	Vote	Terri Boatman	15
E. Approval of Changes in Tuition Reimbursement Policy	Vote	Terri Boatman	15
F. Approval of Move to Fixed Employment Contracts for School Site Staff	Vote	Terri Boatman	15
G. Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization	Vote	Oswaldo Diaz	5
H. Approval of Facility Move/Lease Agreement for MPS Home Office	Vote	Frank Gonzalez	5
I. Approval of Response to 20th St. Elementary Schools Parent Trigger Action in LAUSD	Vote	Caprice Young	15
III. Closed Session			
A. CONFERENCE WITH REAL PROPERTY NEGOTIATORS	Vote	Frank Gonzalez	15
B. PUBLIC EMPLOYMENT: Title: Chief Academic Officer	FYI	Caprice Young	5
C. PUBLIC EMPLOYMENT: Title: Chief Of Staff	FYI	Caprice Young	5
IV. Discussion Items			
A. 18 Month Plans for MPS Board Committees	Discuss	Caprice Young	20
V. Written Updates			

A. Student Enrollment Update for All Magnolia Science Academies 2016-17 Academic Year	FYI	Alfredo Rubalcava	5
B. Finance Update	FYI	Oswaldo Diaz	5
C. Update on Back Office Provider Services	FYI	Oswaldo Diaz	5

VI. Closing Items

A. Adjourn Meeting	Vote
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Agenda Cover Sheets

Section: **II. Action Items**
Item: A. Approval of Single Plan for Student Achievement (SPSA) for all
MSA 1,2,3,5,7,8,SA,SC
Purpose: Vote
Goal:
Submitted by:
Related Material: II A SPSA MSA 2, MSA SA.pdf
II A SPSA.pdf

BACKGROUND:

SPSA files for MSA 2,3 and Santa Ana will be added as they are completed. SPSAs for MSA 4 and San Diego will go to the Board in March.

Section: **II. Action Items**
Item: B. Approval of Search and Seizure Policy for all MPS
Purpose: Vote
Goal:
Submitted by:
Related Material: II B Search & Seizure Policy.pdf

Section: **II. Action Items**
Item: C. Approval of School Safety Plans for all MPS Schools
Purpose: Vote
Goal:
Submitted by:
Related Material: II C School Safety Plans.pdf

Section: **II. Action Items**
Item: D. Approval of Changes in Teacher's Salary Scale
Purpose: Vote
Goal:
Submitted by:
Related Material: II D Changes in Teacher's Salary Scale.pdf

Section: **II. Action Items**
Item: E. Approval of Changes in Tuition Reimbursement Policy
Purpose: Vote
Goal:
Submitted by:
Related Material: II E Tuition Reimbursement Policy.pdf

Section: **II. Action Items**
Item: F. Approval of Move to Fixed Employment Contracts for School Site Staff
Purpose: Vote
Goal:
Submitted by:
Related Material: II F Fixed Employment Contracts.pdf

Section: **II. Action Items**
Item: G. Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization
Purpose: Vote
Goal:
Submitted by:
Related Material: II_G_Funds_Distribution_Authorization.pdf

Section: **II. Action Items**
Item: H. Approval of Facility Move/Lease Agreement for MPS Home Office
Purpose: Vote
Goal:
Submitted by:
Related Material: II H Home Office Move.pdf

Section: **II. Action Items**
Item: I. Approval of Response to 20th St. Elementary Schools Parent Trigger Action in LAUSD
Purpose: Vote
Goal:
Submitted by:
Related Material: II I 20th Street Elementary LAUSD.pdf

Section: **IV. Discussion Items**
Item: A. 18 Month Plans for MPS Board Committees
Purpose: Discuss
Goal:
Submitted by:
Related Material: IV_A_18_Month_Plan_Doc.pdf

Section: **V. Written Updates**

Item: A. Student Enrollment Update for All Magnolia Science Academies 2016-17 Academic Year
Purpose: FYI
Goal:
Submitted by:
Related Material: V A Enrollment Update.pdf

Section: **V. Written Updates**
Item: B. Finance Update
Purpose: FYI
Goal:
Submitted by:
Related Material: V B Financial Update.pdf

Section: **V. Written Updates**
Item: C. Update on Back Office Provider Services
Purpose: FYI
Goal:
Submitted by:
Related Material: V C Back Office Service Providernt.pdf

Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Thursday January 21, 2016 at 6:00 PM

Location

MSA-6 3754 Dunn Drive, Los Angeles, CA 90034

AGENDA**Regular Meeting of the MPS Board of Directors**

Join as an audio only caller:

US: +1-844-572-5683 extension 1948435

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

- 6181 Albion Dr. Huntington Beach, CA 92647
- 7220 Trade St. San Diego, CA 92121
- 2451 Ridge Rd. Berkeley, CA 94709
- 449 36th Street #2 Brooklyn, NY 11232
- 1020 South Olive Street, 7th Floor Los Angeles, CA 90015
- 13950 Milton Ave Ste 200 Westminster, CA 92683
- Remotely by dialing in to the numbers provided above

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MPS Board Members:

Umit Yapanel, President

Noel Russell- Unterburger, Treasurer

Saken Sherkhanov, Secretary

Ali Korkmaz

Mustafa Kaynak

Remzi Oten

Serdar Orazov
Diane Gonzalez
Nguyen Huynh

Board Members Present

A. Korkmaz (remote), D. Gonzalez (remote), N. Huynh (remote), N. Russell-Unterburger (remote), R. Oten (remote), S. Orazov (remote), U. Yapanel (remote)

Board Members Absent

M. Kaynak, S. Sherkhanov

Guests Present

A. Gokce, A. Rubalcava, B. Torres (remote), C. Young, D. Yilmaz, E. Acar, Jenny Obuchi, K. Hourigan, O. Diaz, R. Monoshev, S. Mufti

I. Opening Items

A.Record Attendance and Guests

B.Call the Meeting to Order

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jan 21, 2016 @ 6:07 PM at MSA-6 3754 Dunn Drive, Los Angeles, CA 90034.

C.Approve Minutes of Regular Board Meeting, 09.10.15

U. Yapanel made a motion to approve minutes from the Board Meeting on 09-10-15.

N. Huynh seconded the motion.

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

A. Kormaz and S. Orazov abstained from the vote as they were not MPS Board members during the September 10, 2015 meeting.

D.Approve Minutes of Regular Board Meeting, 12.10.15

U. Yapanel made a motion to approve minutes from the Board Meeting on 12-10-15.

N. Huynh seconded the motion.

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

II. Action Items

A.Approval of Request for Allowance of Attendance Because of Emergency Conditions for MSA 1-8

D. Yilmaz explained to the Board that LAUSD had a mandatory closing date due to terrorist threats. The closure of the schools was out of the control of MPS and therefore MPS will be requesting ADA funds for MSA 1-8. This item approves the staff to move forward with the request of funds.

U. Yapanel made a motion to approve the request for allowance of attendance because of emergency conditions for MSA 1-8.

R. Oten seconded the motion.

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

B.Approval of 2015-16 Compliance Monitoring Certification for MSA 1-8

D. Yilmaz, explained to the Board that the Compliance Monitoring Certifications must be approved annually for MSA 1-8. This document certifies that the charter school meets all compliance requirements indicated on the document. D. Yilmaz addressed all Board members' questions.

N. Huynh made a motion to approved the 2015-16 compliance monitoring certification for MSA 1-8.

R. Oten seconded the motion.

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

C.Approval of Changes in Home Visit Policy

T. Boatman, Director of Human Resource, explained the changes that will be implemented with the approval of this item. The major change is the dollar amount the employee will receive for each home visit. This change will take place moving forward and it will not be paid retroactively. T. Boatman addressed all Board member questions.

N. Huynh made a motion to approve the changes to the home visit policy.

D. Gonzalez seconded the motion.

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

D.Approval of Education Protection Account Expenditures (EPA)

O. Diaz explained the Education Protection Account Expenditures (EPA) to the Board. He explained where the funds will be used. K. Dietz, EdTec representative, explained to the board how EPA funding will be spent and recorded. These funds are part of LCFF and guaranteed by Prop 30. K. Dietz explained the limitations of fund usage. C. Young explained that these funds were already included in the approved budget. This item is to approve the way these funds are going to be used. MPS staff and MPS Board discussed this item in detail. C. Young, O. Diaz and K. Dietz addressed Board members' questions.

S. Orazov made a motion to approve the Education Protection Account Expenditures.

N. Russell-Unterburger seconded the motion.

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

E.Approval of 2014-15 Unaudited Financials

O. Diaz summarized the 2014-15 Audited Financial Statements, these statements had been previously discussed by MPS staff and MPS Board in length during the previous regular MPS board meeting. O. Diaz explained that the 2014-15 Audited Financial Statements were submitted to the required entities on time. He also explained that these reports are provided on a school by school bases. For future statements, the Board requested to review and approve statements before they are submitted to the required entities and/or for these statements to be reviewed and approved by the Finance Committee before submission. O. Diaz went over the timelines of the submission and explained that it is preferable for the board to approve prior to submission but not a requirement. MPS Staff and the Board discussed this item thoroughly, O. Diaz and K. Dietz addressed Board members' questions.

N. Russell-Unterburger made a motion to approve the Education Protection Account Expenditures as presented.

S. Orazov seconded the motion.

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

F.Approval of 2014-15 Audited Financial Statements

O. Diaz explained that there were changes made to the 2014-15 Audited Financial statements since they were last presented to the Board in the December 10, 2015 Regular MPS Board meeting. M. Miller, partner in charge of our audit from VTD, explained that the changes were clerical changes and no number changes

were made. The Board discussed the Audited Financials and in particular the LLC thoroughly. The board requested more information on the LLC and recommended that it be monitored closely. C. Young, O. Diaz and M. Miller addressed all Board members' questions.

N. Russell-Unterburger made a motion to approve the 2014-15 Audited Financial Statements as presented.

S. Orazov seconded the motion.

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

G.Approval of 2015-16 First Interim Financial Report

O. Diaz and K. Dietz explained the 2015-16 First Interim Financial Report to the Board. C. Young explained that this budget includes large technology and curriculum costs that will not be done in future budgets although some of these expenses will be capitalized. Any corrections needed will be made on the 2nd Interim report. O. Diaz explained the health and welfare item and retroactive pay that we will receive due to a decrease in current employees. K. Diets explained that prepaid expenditures were estimated based on last years unaudited actuals. The 2nd interim report is due to LAUSD the first week of March and the second week of March for the rest of the schools, this report will go through January 31, 2015.

S. Orazov made a motion to approve the 2015-16 First Interim Financial Report.

R. Oten seconded the motion.

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

III. Information Items

A.18 month plans for MPS Board Committees

This item was postponed until the next MPS Board Meeting.

IV. Written Reports

A.MPS Financial Update

Presentation of November 2015 Financial Statements- K. Dietz went over the November 2015 financial report. She went over the net income and the reasoning behind the amounts. The document delivered to the Board shows the current forecast and the variance and it includes the board approved budget as well as what is left of the budget. The Board recommended that next year's budget include a minimum fund reserve by percentage, possibly different for each site if needed. They also recommended that the home office budget for next year have a built in emergency plan. O. Diaz and K. Dietz addressed all Board members' questions.

B.MPS Facilities Update

C. Young gave the Board a facility update on all MPS and home office facility conditions. She addressed all Board members' questions.

V. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,

U. Yapanel



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II A
Date:	February 11, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Director of Accountability
RE:	Approval of Single Plan for Student Achievement (SPSA) for MSA-1, 2, 3, 5, 7, Bell, Santa Ana and Santa Clara

Proposed Board Recommendation

I move that the board approve the Single Plan for Student Achievement (SPSA) for MSA-MSA-1, 2, 3, 5, 7, Bell, Santa Ana and Santa Clara.

Background

This is an annual item that the Board needs to approve for each MPS. SPSA is a plan that outlines how the school will be using federal funds, including Title-I, Title-II, and Title-III. These are supplemental funds that need to be used within certain guidelines. MPS uses these funds to support instruction, including but not limited to, intervention programs during the day, after-school tutoring, English Learner extended support, professional development, supplemental education services (SES) for struggling students, etc.

The plan needs to be approved by each school's School Site Council (SSC) and ratified by our board annually. SPSAs for the remaining MPS schools will be brought before the Board as they are approved by each school's SSC. (Anticipated in March)

Budget Implications

This plan outlines how federal funds are to be expensed by each school. It is mandatory to have this plan to ensure continuity of such funds.

Name of Staff Originator:

David Yilmaz, Director of Accountability

Attachments

Single Plan for Student Achievement (SPSA) for MSA-1, 2, 3, 5, 7, Bell, Santa Ana and Santa Clara

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-1

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-6119945

Principal: Mustafa Sahin

Date of this revision: 9/4/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mustafa Sahin

Position: Principal

Telephone Number: (818) 609-0507

Address: 18238 Sherman Way, Reseda, CA 91335

E-mail Address: msahin@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10
Form F: Budget Planning Tool	11
Form G: Single Plan for Student Achievement Annual Evaluation	17

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC ELA/Literacy data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

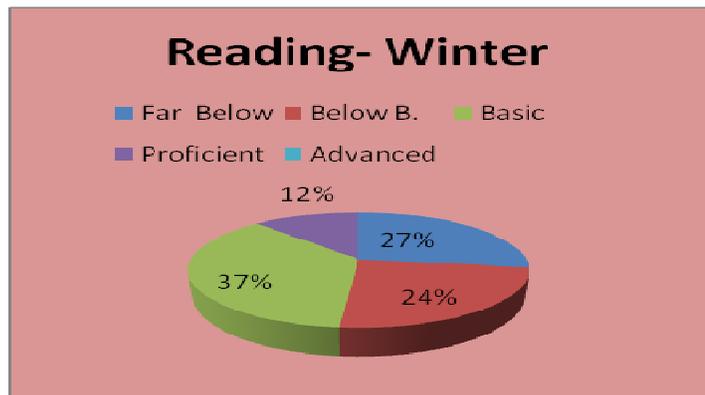
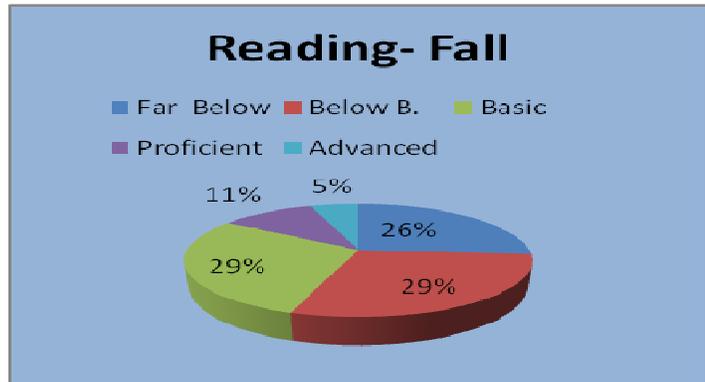
What were the findings from the analysis of this data?

The MAP exams assess students in two areas—mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

READING		
Fall		
Far Below	15	6%
Below B.	31	12%
Basic	93	37%
Proficient	85	33%
Advanced	30	12%
Winter		
Far Below	15	6%
Below B.	30	13%
Basic	85	36%
Proficient	73	31%
Advanced	36	15%

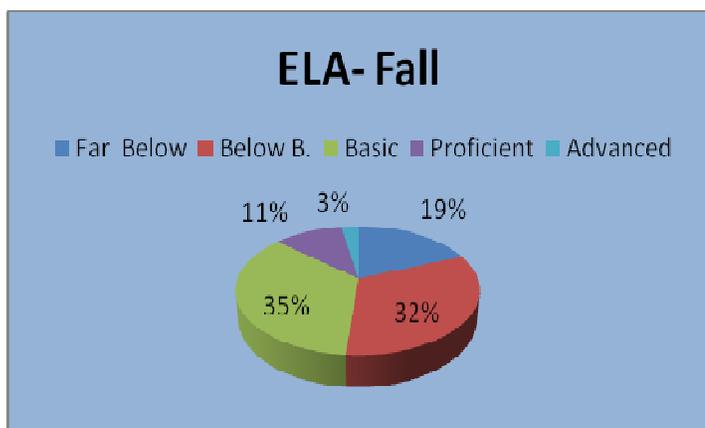
The data establishes that students have shown incremental growth in Reading at all grade levels.

Special Education Students



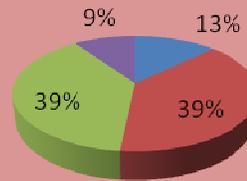
We saw that several students were able to move from the Below Basic category into the Basic category

English Language Learners



ELA- Winter

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced

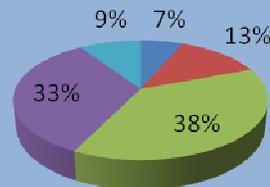


In reviewing the scores of our English Language Learners, we see that Proficient scores increased and several students were able to raise their levels from Below Basic to Basic. When looking at the Reading scores, we see that the Below Basic percentage went from a 19% to a 13% and an increase in the Below Basic category, which means that they were able to raise their scores by at least one level.

Latino Students

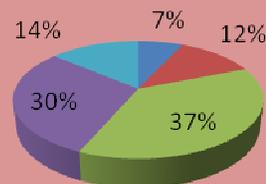
Reading- Fall

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced



Reading- Winter

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced



We see the greatest overall growth for our

	<p>Latino population. Students increased their Advanced scores in and we see a decrease Far Below Basic and Below Basic. This data tells us that students placed in our intervention courses are gaining strength in their reading skills.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p>Task 2:</p> <p>Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$3,000 Gen Fund for MAP test</p> <p>\$60,294.96 Title I ELA</p> <p>\$40,551 Title I for SES for ELA intervention</p> <p>\$10,000 Title I for supplementary instructional materials:</p> <p>\$5,000 Title I for PD in ELA support and interventions</p>

<p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 2:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

What were the findings from the analysis of this data?

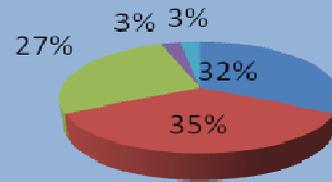
The data establishes that students have shown incremental growth in Mathematics at all grade levels. Several students have been able to increase their proficiency levels, particularly in the area of mathematics.

MATH		
Fall		
Far Below	21	9%
Below B.	48	20%
Basic	101	41%
Proficient	66	27%
Advanced	10	4%
Winter		
Far Below	19	8%
Below B.	44	17%
Basic	105	42%
Proficient	64	25%
Advanced	20	8%

Special Education Students

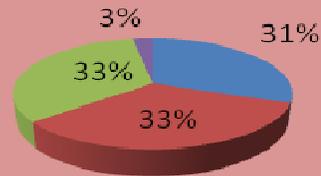
Math- Fall

Far Below Below B. Basic
Proficient Advanced



Math- Winter

Far Below Below B. Basic
Proficient Advanced

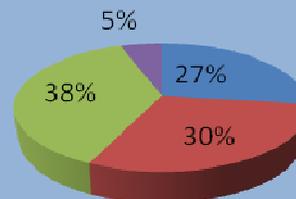


In mathematics we saw that several students were able to move from the Below Basic category into the Basic category.

English Language Learners

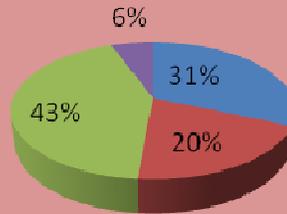
Math-Fall

Far Below Below B. Basic Proficient Advanced



Math-Winter

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced

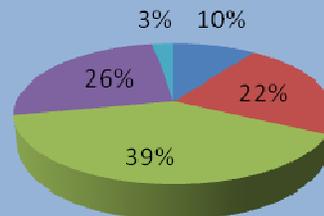


In reviewing the scores of our English Language Learners, we see that Proficient scores increased and several students were able to raise their levels from Below Basic to Basic.

Latino Students

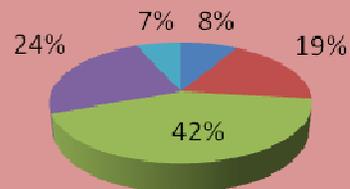
Math- Fall

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced



Math- Winter

■ Far Below ■ Below B. ■ Basic
■ Proficient ■ Advanced



Students increased their Advanced scores in Mathematics and Reading and we see a decrease Far Below Basic and Below Basic.

<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>																		
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>																			
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2015)</p> <p>Task 2:</p> <p>Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p>	<table border="1"> <thead> <tr> <th data-bbox="657 806 1040 842">Person(s) Responsible</th> <th data-bbox="1044 806 1432 863">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="657 846 1040 882">Teachers, leadership team</td> <td data-bbox="1044 846 1432 882"></td> </tr> <tr> <td data-bbox="657 934 1040 970">Teachers, leadership team</td> <td data-bbox="1044 934 1432 970"></td> </tr> <tr> <td data-bbox="657 1064 1040 1100">Teachers, leadership team</td> <td data-bbox="1044 1064 1432 1100"></td> </tr> <tr> <td data-bbox="657 1281 1040 1337">Dean of Academics, RTI coordinator, leadership team</td> <td data-bbox="1044 1281 1432 1337"></td> </tr> <tr> <td data-bbox="657 1392 1040 1449">Dean of Academics, RTI coordinator, leadership team</td> <td data-bbox="1044 1392 1432 1449">\$3,000 General fund for MAP test</td> </tr> <tr> <td data-bbox="657 1543 1040 1600">Teachers, Dean of Academics, RTI coordinator, leadership team</td> <td data-bbox="1044 1543 1432 1600">\$34,510 Title I Math teacher</td> </tr> <tr> <td data-bbox="657 1694 1040 1751"></td> <td data-bbox="1044 1694 1432 1751">\$40,551, Title I for SES for math intervention</td> </tr> <tr> <td data-bbox="657 1911 1040 1946">Math Dept. Chair, Dean of</td> <td data-bbox="1044 1911 1432 1946">\$10,000 Title I</td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers, leadership team		Teachers, leadership team		Teachers, leadership team		Dean of Academics, RTI coordinator, leadership team		Dean of Academics, RTI coordinator, leadership team	\$3,000 General fund for MAP test	Teachers, Dean of Academics, RTI coordinator, leadership team	\$34,510 Title I Math teacher		\$40,551, Title I for SES for math intervention	Math Dept. Chair, Dean of	\$10,000 Title I
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Math Dept. Chair, Dean of	\$10,000 Title I																		

<p>Task 3:</p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will select math intervention materials and resources. (by September 30, 2015)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 3:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p>	<p>Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, MathDept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	<p>for supplementary instructional materials:</p> <p>\$5,000 Title I for PD in math support and interventions</p>
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<p>Task 3:</p> <p>Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>		
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PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English

Expected Annual Measurable Outcomes:

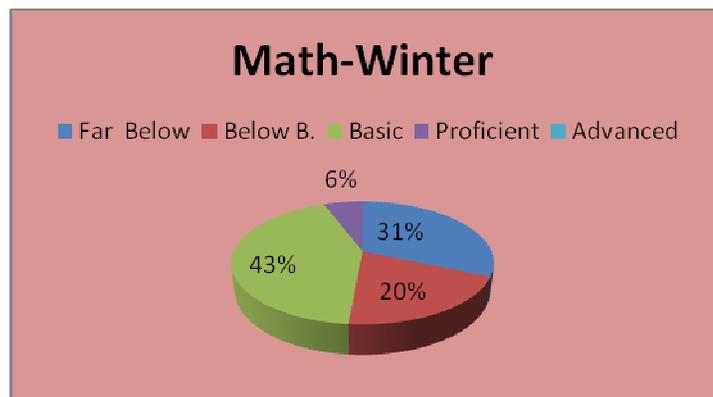
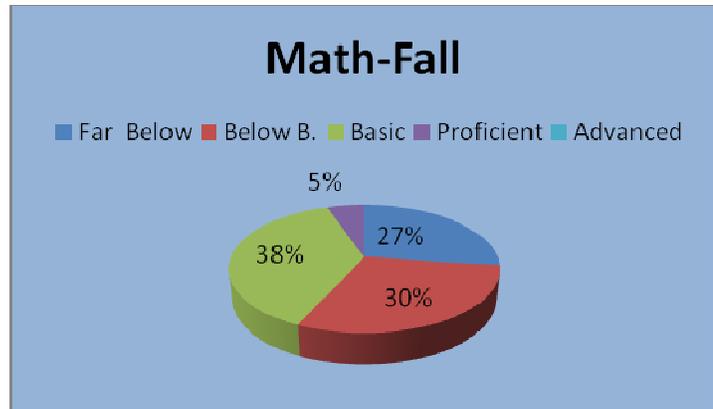
- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.

What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data
- CELDT results
- EL re-classification rates

What were the findings from the analysis of this data?

English Language Learners



In reviewing the scores of our English

	<p>Language Learners, we see that Proficient scores increased in and several students were able to raise their levels from Below Basic to Basic.</p> <p>We currently have a 36% reclassification rate. Per our AMAO goals, we will attempt to increase overall reclassification rates by at least 5% with each student increasing their individual scores by 1 level.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1:</p> <p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p> <p>Task 1:</p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$3,085 Title I for supplementary instructional materials: \$2,500 for supplementary student materials from National Geographic: Inside \$200 for novels for EL classes</p>

<p>be given to all teachers. (by August 28, 2015)</p> <p>Task 2:</p> <p>ELD time will be built into in the master schedule.</p> <p>Task 3:</p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 4:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p>Task 1:</p> <p>Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p>Task 2:</p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2015-16 school year)</p> <p>Task 1:</p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3:</p> <p>Teachers will collaborate on assessment results and make</p>	<p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator,</p>	<p>\$285 for BrainPOP ESL \$100 for Oxford dictionaries for EL classes</p> <p>ELA/ELD Development Framework</p> <p>Common Core ELA/Literacy standards and ELs</p> <p>SDAIE strategies</p> <p>Cooperative Learning and Student Engagement strategies training focused on ELs</p> <p>Long Term English Learners training</p> <p>Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p> <p>Charter School serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium members, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator will closely work with our teachers and the leadership team.</p>
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<p>necessary adjustment in their instruction. (2015-16 school year)</p> <p>Task 4:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p>Task 5:</p> <p>The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p>Task 6:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>	<p>leadership team</p>	
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL:</p> <p>Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need:</p> <p>To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Fall 2015 MAP test data CELDT results EL re-classification rates CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>We currently have four immigrant students of Hispanic origin. All four are in the beginning stages of English Language development. In order to support their English skills, our Title 1 coordinator works with them individually, both, in a pull-out and push in model. We have purchased Rosetta Stone to better support them and give them the assistance of a peer translator, materials in their home language, and an English/Spanish dictionary.</p> <p>Additionally, we provide parents support in increasing their knowledge of the English language by providing Saturday Classes. We also provide CoolSIS training so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.</p> <p>We also have the support of our alumni who walk our AB540 students through the college application and financial aid process. We meet with students and parents regularly to address their specific needs.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1:</p> <p>Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p>Task 2:</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, Dean of Culture, EL coordinator, leadership team</p> <p>Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$1,650 Title III-Immigrant for immigrant student counseling (Estimated 30 hours per year at \$55 per hour)</p>

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

LEA GOAL:

For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes:

- 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.
- 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p>
<ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. California State University, Northridge has been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.</p> <p>Additionally, MSA1 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC’s to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level.</p> <p>While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD’s to include support for technology in the classroom.</p>
	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p>

	See Form F: Budget Planning Tool	
STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.		
<p>Action Step 1: Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p> <p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2015-16 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in your LCAP.</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p> <p>\$5,000 Title I for PD in the following areas: PLC, Bloom's Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, different learning styles, students with special learning needs, understanding data and assessments, etc.</p>

<p>Action Step 4:</p> <p>Charter School will evaluate its teachers for their performance. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>		
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School's students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

Our core values are to teach students to contribute to the global community as socially responsible citizens. To promote this culture, our Life Skills and SSR teachers regularly discuss social issue topics like Anti-Bullying, personal responsibility, and respect. To promote these teachings, our assemblies take on a focal issue such as bullying and self-esteem and we teach our students how to cope and respond to these issues.

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative fifteen behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and

	<p>award ceremonies.</p> <p>The Dean of Students and reflection committee employs alternatives to suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.</p> <p>Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both academically and behaviorally. We also collaborate with our girls' small groups called Gems, offering the transitioning 6th grade girls the opportunity to learn appropriate social skills for middle school.</p> <p>Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. Each teacher is asked to visit 5 households throughout the year. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1:</p> <p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will offer Life Skills program to supplement instruction. (2015-16 school year)</p> <p>(Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3:</p> <p>Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will schedule annual workshops for parents of EL students. Topics to be covered include 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. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School teachers will schedule and make home-visits. (2015-16 school year)</p> <p>Task 2:</p>	<p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>\$500 Title I for parent workshops (mailing expenses: \$100, presenter compensation: \$400)</p> <p>\$10,000 Title I for home-visit stipends</p>
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Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)	leadership team	
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PERFORMANCE GOAL 5: All students will graduate from high school.

LEA GOAL:

Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

Identified Need:

To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready

Expected Annual Measurable Outcomes:

- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a four-year cohort graduation rate of at least 75%.
- At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.
- At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.

What data did you use to form this goal?

- Enrollment records
- Graduation records
- CDE records/CALPADS reports
- 4-year plans
- Class schedules and rosters
- College Board reports

What were the findings from the analysis of this data?

MSA1 currently has a 97% graduation rate.
The AP pass rate shows that we can do additional work to support our students.

AP Pass Rate:

School Totals	5	4	3	2	1
Percentage	5	6	24	34	32

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.

Action Step 1:

Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)

Action Step 2:

Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation. (2015-16 school year)

Person(s) Responsible

College Advisor, Dean of Academics, leadership team

College Advisor, Dean of Academics, leadership team

College Advisor, Dean of

Cost and Funding Source (Itemize for Each Source)

YPI is offering APEX for credit recovery

\$20,000.00 general fund

College Sprig will provide

<p>Action Step 3: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)</p> <p>Action Step 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)</p>	<p>Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>the SAT classes.</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date² Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #: 2A

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFE funds as a source. State or federal program funds as outlined in the school's ConApp are not</p>	<p>\$0</p>	<p>N/A</p>

<p>data disaggregated by grade and subgroups</p> <ul style="list-style-type: none"> ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 		used to fund these services.		
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<p>formats and languages spoken by families at schools</p> <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$202,757.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,539.00	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mustafa Sahin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kerry Teague	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meiling Seward	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ernesto Cruz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lori Morley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Zambrano	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Lara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Miriam Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Daisy Mejia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samreen K Dhariwal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	1	2	2

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:10/29/2015.

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$202,757.00	Title I, Part A	\$202,757.00	\$0.00
\$2,539.00	Title II	\$2,539.00	\$0.00
\$5,793	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$528	Title III, Immigrant	\$528	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$60,294.96
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$19,527.21
Books and Supplies	4000-4999	\$10,000.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10
Communications	5900	\$100.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I English teacher %100	Certificated Personnel Salaries	1000-1999	\$60,294.96	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$3,000.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$40,551.00	
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$5,000.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$3,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$34,510	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$6,967.31	
Books and Supplies	4000-4999	\$10,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 math teachers for 10% 1 Title-I intervention teacher for 50%	Certificated Personnel Salaries	1000-1999	\$34,510.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$3,000.00	
Action Step 2: SES for math intervention	Prof. Services and Operating Expenditures	5800	\$40,551.00	
Action Step 3: Math intervention program	Books and Supplies	4000-4999		
Action Step 3: Math manipulatives	Books and Supplies	4000-4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$34,510.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$6,967.31	
Books and Supplies	4000-4999	\$10,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Title 1 English Teacher	Classified Personnel Salaries	2000-2999	\$60,294.96	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999	\$2,500.00	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999	\$200.00	
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999	\$285.00	
Action Step 1: Oxford dictionaries for EL classes	Books and Supplies	4000-4999	\$100.00	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,085.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$5,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$1,650.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		\$900.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$2,550.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800	\$5,000.00	\$2,539.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$7,539.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$100.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$400.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$6,400.00	
Communications	5900	\$100.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 ELA teacher for 10% 1 math teacher for 10%	Certificated Personnel Salaries	1000-1999	\$10,000.00	
Action Step 4: 1 ELA teacher for 10% (ACT/SAT prep) 1 math teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**

- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

o Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee Agnes Fotoly Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/29/2015.

Attested:	<u>Mudaba Fatun</u>	<u>Mudaba Fatun</u>	<u>2/4/2016</u>
	Typed name of School Principal	Signature of School Principal	Date
	<u>Lori Morley</u>	<u>Lori Morley</u>	<u>2/4/2016</u>
	Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-5

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 011763019 64733 0117630

Principal: Brad Plonka

Date of this revision: 9/4/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Brad Plonka

Position: Principal

Telephone Number: (818) 705-5676

Address: 18230 Kittridge Street, Reseda, CA 91335

E-mail Address: bplonka@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10
Form F: Budget Planning Tool	11
Form G: Single Plan for Student Achievement Annual Evaluation	17

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> SBAC ELA/Literacy data from 2015 Spring 2015 MAP test data Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>According to the data, a large portion of our students are not meeting the standards in ELA. This is also the case for our EL students and other subgroups as well.</p> <p>18 percent of the students either met or exceeded the standards for ELA. 39 percent of the students nearly met the standards.</p> <p>In our major subgroups, 19 percent of Latino students met or exceeded the ELA standard. We did not have an English Language Learner meet or exceed the ELA standard.</p> <p>17 percent of our economically disadvantaged students met or exceeded the ELA standard. 43 percent of these students nearly met the ELA standards.</p> <p>For our Fall MAP data, 16 percent of students were projected to meet or exceed the ELA standards. This can be because our new students have not bought in to the testing. We should have more accurate data after the March administration.</p> <p>As a school, our focus will continue to include reading and writing.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1:</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for</p>

<p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Teachers, Leadership team</p> <p>ELA teacher, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Leadership team</p> <p>Teachers & leadership team</p>	<p>Each Source)</p> <p>\$3,000 for MAP test</p> <p>\$32,564 Title I \$19,082.80 for 2 Intervention teachers for 20%</p> <p>\$6,512.80 Title I for SES for ELA intervention</p> <p>\$5,000 for reading intervention program</p> <p>\$1,000 for novels & non-fiction books \$1,500 for Accelerated Reader</p> <p>\$3,256.40 Title I for PD in ELA support and interventions</p>
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<p>school year) Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Teachers & Leadership team</p>	
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC math data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>According to the data, a large portion of our students are not meeting the standards in mathematics. This is also the case for our EL students and other subgroups as well.</p> <p>6 percent of the students either met or exceeded the standards for Math. 35 percent of the students nearly met the standards.</p> <p>In our major subgroups, 4 percent of Latino students met or exceeded the Math standard. We did not have an English Language Learner meet or exceed the Math standard.</p> <p>3 percent of our economically disadvantaged students met or exceeded the Math standard. 38 percent of these students nearly met the Math standards.</p> <p>For our Fall MAP data, 7 percent of students were projected to meet or exceed the Math standards. This can be because our new students have not bought in to the testing. We should have more accurate data after the March administration.</p> <p>As a school, our focus will continue to implement common core aligned Math lessons involving problem solving and modeling/data analysis</p>
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<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>
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<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p>	Leadership team	\$3,000 MAP test
<p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2015)</p>	Leadership team	\$32,564 Title I \$9,543.20 for 20% Title I intervention teacher
<p>Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p>	Teachers & Leadership team	\$6,512.80 Title I for SES for math intervention
<p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p>	Math teachers, Dean of Academics, leadership team	\$6,512.80 Title I for supplementary instructional materials:
<p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p>	Dean of Academics, Principal	\$1,000 for math manipulatives Khan Academy.
<p>Task 1: Charter School will select math intervention materials and resources. (by September 30, 2015)</p>	Dean of Academics, Principal	
<p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p>	Leadership team	\$3,256.40 Title I for PD in math support and interventions
<p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p>	Leadership team	
<p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p>	Leadership team	
<p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p>	Teachers & leadership team	
<p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p>	Teachers & leadership team	

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English

Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2015 MAP test data ▪ CELDT results ▪ EL re-classification rates 	<p>What were the findings from the analysis of this data?</p> <p>We did not have any EL students meet or exceed the standards in ELA or Math. 11 percent of the 35 students reclassified during the 2014-15 year. 34 percent of the students tested at intermediate, the level right before meeting reclassification eligibility.</p> <p>27 percent of EL students nearly met the ELA standard and 18 percent nearly met the Math standard.</p>
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>

STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2015)</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p>	<p>Teachers, leadership team</p> <p>Office & Dean of Academics</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics</p> <p>Leadership team</p>	<p>\$285 for BrainPOP ESL</p> <p>\$3,256.40 Title I for PD in ELD support and interventions</p>
<p>Action Step 2:</p>		

<p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2015-16 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year)</p> <p>Task 4: The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>	<p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers &, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers and the leadership team.</p>
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need: To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Fall 2015 MAP test data CELDT results EL re-classification rates CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>Staff needed more professional development in utilizing EL strategies in the classroom as well as differentiated instruction.</p> <p>Parents need to be provided more workshops on EL support so they can support at home.</p> <p>More towards SES and other tutoring opportunities for just immigrant students.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year)</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2015-16 school year)</p> <p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2015-16 school year)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office & leadership team</p> <p>Leadership team</p> <p>MPS Home Office</p> <p>Leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$754 Title III-Immigrant for PD in immigrant education</p>

<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. ▪ 100% of Charter School's teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>What were the findings from the analysis of this data? Findings were:</p> <ul style="list-style-type: none"> • All teachers have preliminary/clear credentials and teach in their respected subject area. • All teachers are enrolled in BTSA program who have not cleared their credential. • Teachers continue to receive PD in areas of, Rigor, Differentiated Instruction, RTI, Blended learning, Special Education • Teachers showed growth after first classroom observation. 	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1: Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2015-16 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they</p>	<p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>

<p>learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2015-16 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2015-16 school year)</p> <p>Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p> <p>Task 2: Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2015-16 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>	<p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p>	
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School's students will be home-visited by the teachers.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ ADA reports ▪ Daily attendance records ▪ Enrollment records ▪ CDE records/CALPADS reports ▪ Behavior incident reports via CoolsIS ▪ Survey reports ▪ Home visit calendar 	<p>What were the findings from the analysis of this data?</p> <p>Findings for this goal were: 95% ADA 1.9% Suspension rate 0% Expulsion rate 25% of our students homes were visited More than 5 parent activities & events were held Mitchell Family Counseling was offered to students who had difficulty with attendance, behavior, and/or academics. Life Skills was provided to all students one class period a week and themes were discussed school-wide.</p>										
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>										
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>											
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolsIS for monitoring. (2015-16 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2015-16 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage</p>	<table border="1"> <thead> <tr> <th data-bbox="821 1297 1127 1331">Person(s) Responsible</th> <th data-bbox="1133 1297 1442 1373">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 1348 1127 1381">Teachers & leadership team</td> <td data-bbox="1133 1348 1442 1381"></td> </tr> <tr> <td data-bbox="821 1432 1127 1465">Teachers & leadership team</td> <td data-bbox="1133 1432 1442 1465"></td> </tr> <tr> <td data-bbox="821 1566 1127 1600">Teachers & leadership team</td> <td data-bbox="1133 1566 1442 1600"></td> </tr> <tr> <td data-bbox="821 1675 1127 1709">Teachers & leadership team</td> <td data-bbox="1133 1675 1442 1709"></td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers & leadership team							
Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)										
Teachers & leadership team											
Teachers & leadership team											
Teachers & leadership team											
Teachers & leadership team											

<p>students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p>	<p>Teachers & leadership team</p>	<p>\$325 Title I parent involvement</p>
<p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	
<p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	<p>\$1,000 Title I for home-visit stipends</p>
<p>Task 2: Charter School will schedule annual workshops for parents of EL students. Topics to be covered include 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. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	
<p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	
<p>Task 1: Charter School teachers will schedule and make home-visits. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	
<p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>	<p>Teachers & leadership team</p>	

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<ul style="list-style-type: none"> ▪ Graduation data ▪ Any other data as needed 				
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

writing of the school plan ■ Coordinating staff development in areas of emphasis and serving as a resource in additional areas				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$32,564	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$511	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$754	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brad Plonka	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Carrasco	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adrian Uribe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paloma Goytia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teresa Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Natalie Jeronimo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	1	1	2	1

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 11/19/2015.

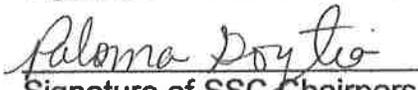
Attested:

Brad Plonka
Typed name of School Principal


Signature of School Principal

1/11/16
Date

Paloma Goytia
Typed name of SSC Chairperson


Signature of SSC Chairperson

1/11/16
Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$32,564.00	Title I, Part A	\$32,564.00	\$0.00
\$2,539.00	Title II	\$0.00	\$0.00
\$0	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$0	Title III, Immigrant	\$0	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$21,152.78
Classified Personnel Salaries	2000-2999	\$500.00
Employee Benefits	3000-3999	\$1,142.02
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 Intervention teachers for 20%	Certificated Personnel Salaries	1000-1999	\$21,152.78	
Action Step 2: 1 ELA instructional assistant	Classified Personnel Salaries	2000-2999	\$500.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$6,512.80	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$3,256.40	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,152.78	
Classified Personnel Salaries	2000-2999	\$500.00	
Employee Benefits	3000-3999	\$1,142.02	
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 Intervention teachers for 20%	Certificated Personnel Salaries	1000-1999	\$21,152.78	
Action Step 2: 1 ELA instructional assistant	Classified Personnel Salaries	2000-2999	\$500.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$6,512.80	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$3,256.40	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,152.78	
Classified Personnel Salaries	2000-2999	\$500.00	
Employee Benefits	3000-3999	\$1,142.02	
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELD instructional assistant	Classified Personnel Salaries	2000-2999	\$500.00	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999		
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$3,256.40	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,152.78	
Classified Personnel Salaries	2000-2999	\$500.00	
Employee Benefits	3000-3999	\$1,142.02	
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$1,650.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		\$754.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$325.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$1,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$1000.00	
Communications	5900	\$325.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

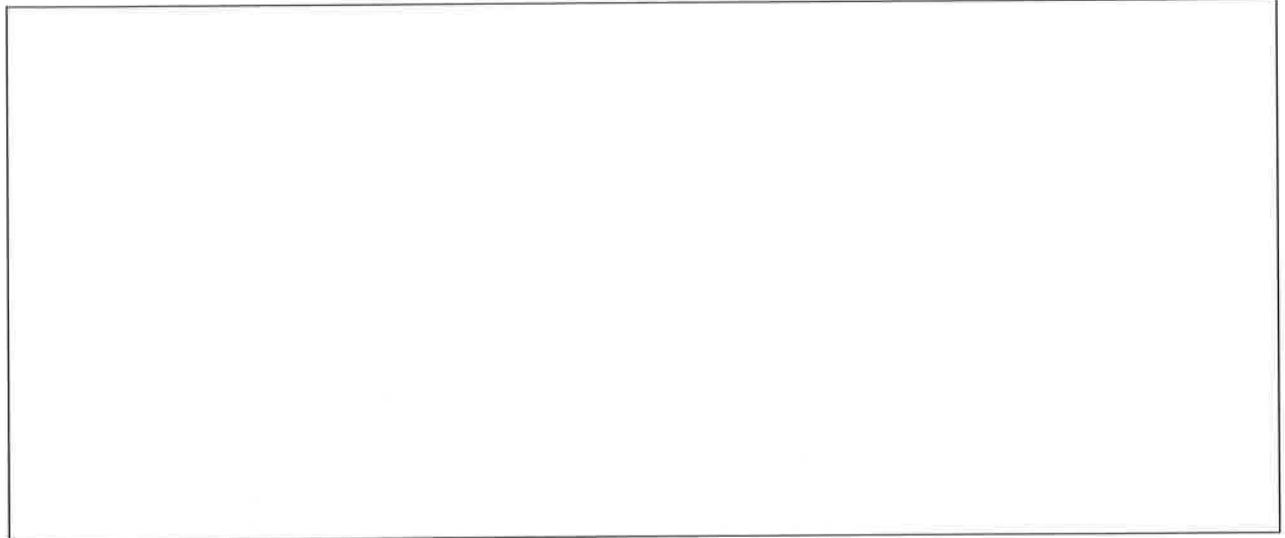
During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Strategies for EL learners
- More programs for parents (i.e. ELD classes)
- More resources in the classroom

- Identify the major expenditures supporting these priorities.
- Providing more resources in the classroom, such as more chrome books for all students.



Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

- Teacher credentials
- Home visits
- Intervention classes

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year? Immigrant parent support.
 - Identify barriers to full or timely implementation of the strategies identified above. Budget.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? Provide supports for the parents from the staff.
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion? Students scores are not showing fast enough growth. MAP and SBAC data.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement? Programs that are being implemented during SSR are helping student growth with EL strategies. Using the data from the programs being implemented are showing the growth.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Based on the analysis of this practice, would you recommend:
 - Continuing it with the following modifications: _Having a program in place for the intervention classes (i.e Fuel Ed)

Involvement/Governance

- How was the SSC involved in development of the plan?

Reviewed each goal and discussed what was intended and what they would like to see changed.

- How were advisory committees involved in providing advice to the SSC?

- How was the plan monitored during the school year?
- During staff PDs
- PTF meetings
- SSC Meetings
- ELAC Meetings.

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- More meetings at different times of the week to ensure more parent participation.
- More meetings surrounding the SPSA throughout the year.

Outcomes

- Identify any goals in the current SPSA that were met.

- Attendance
- Better reclassification for EL Students

- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- Based on this information, what might be some recommendations for future steps to meet this goal?
- More intervention for students.
- More programs for parents

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-7

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-0117655

Principal: Fatih Metin

Date of this revision: 1/27/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Fatih Metin
Position:	Principal
Telephone Number:	(818) 8860585
Address:	18355 Roscoe Blvd Northridge CA 91325
E-mail Address:	fmetin@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10
Form F: Budget Planning Tool	11
Form G: Single Plan for Student Achievement Annual Evaluation	17

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p><u>Spring 2015 I-Ready Test Data:</u></p> <ul style="list-style-type: none"> • K (1 class) – 67% proficient or advanced • 1st (1 class) – 72% proficient or advanced • 2nd (3 classes) – 47% proficient or advanced • 3rd (2 classes) – 51% proficient or advanced • 4th (2 classes) – 25% proficient or advanced • 5th (1 class) 25% proficient or advanced • EL Subgroup: <ul style="list-style-type: none"> ▪ K (10 students tested) – 40% proficient or advanced ▪ 1st (15 students tested) – 60% proficient or advanced ▪ 2nd (16 students tested) – <1% proficient or advanced ▪ 3rd (13 students tested) - <1% proficient or advanced ▪ 4th (13 students tested) – 0% proficient or advanced ▪ 5th (1 student tested) – 0% proficient or advanced • IEP Subgroup: <ul style="list-style-type: none"> ▪ K (3 students tested) – 0% proficient or advanced

- 1st (3 students tested) – 33% proficient or advanced
- 2nd (11 students tested) – 27% proficient or advanced
- 3rd (5 students tested) - 40% proficient or advanced
- 4th (6 students tested) – 0% proficient or advanced
- 5th (6 student tested) – 17% proficient or advanced

Summary:

Upon analysis and discussion of the Spring 2015 I-Ready ELA data for grades Kindergarten through fifth, it has been concluded that for the most part the primary grades performed better than the upper grades on this assessment. This is most likely due to the fact that after third grade, students are reading for comprehension and reading more nonfiction text. We will support the upper grades with reading instruction by using more nonfiction texts throughout the year to help students become more comfortable and familiar with their structure.

We've identified a need for extra support for our EL students, especially in grades 2nd-5th. As well as our IEP students to help further their progress and ability to be successful on future assessments and in class. We have hired a full-time EL Intervention Teacher whose target group are students with an EL Level of 3 or below in grades 3rd-5th. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.

In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas.

SBAC ELA/Literacy Data 2015:

- 3rd - 53% proficient or advanced
- 4th - 42% proficient or advanced
- 5th - 54% proficient or advanced
- EL Subgroup:
 - 3rd (13 students tested) – 0% proficient or advanced
 - 4th (13 students tested) – 0% proficient or advanced
 - 5th (1 student tested) - 0% proficient or advanced
- IEP Subgroup:
 - 3rd – 33% proficient or advanced

- 4th – 17% proficient or advanced
- 5th - 17% proficient or advanced

Summary:

Upon analysis and discussion of the 2015 SBAC data for grades third through fifth, it has been concluded that grades 4 and 5 performed higher in the area of ELA than Math and grade 3 performed slightly lower in the area of ELA than Math. Approximately half of the students tested performed at the proficient or advanced level in ELA.

We've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on the 2016 SBAC Assessment. We have hired a full-time EL Intervention Teacher whose target group are students with an EL Level of 3 or below in grades 3rd-5th. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.

In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas.

Fall 2015 MAP Test Data:

- 2A – 38% proficient or advanced
- 2B – 42% proficient or advanced
- 3A – 44% proficient or advanced
- 3B – 1% proficient or advanced
- 3C – 40% proficient or advanced
- 4A – 44% proficient or advanced
- 4B – 38% proficient or advanced
- 5A – 24% proficient or advanced
- 5B – 33% proficient or advanced
- EL Subgroup:
 - 2nd (18 students tested) - 39% proficient or advanced
 - 3rd (22 students tested) – 14% proficient or advanced
 - 4th (12 students tested) – <1% proficient or advanced
 - 5th (12 student tested) - <1% proficient or advanced
- IEP Subgroup:
 - 2nd (3 students tested) - 33% proficient

	<p>or advanced</p> <ul style="list-style-type: none"> ▪ 3rd (8 students tested) – 38% proficient or advanced ▪ 4th (6 students tested) – 33% proficient or advanced ▪ 5th (6 student tested) - 33% proficient or advanced <p><i>Summary:</i></p> <p><i>Upon analysis and discussion of the Fall 2015 MAP ELA data for grades second through fifth, it has been concluded that less than 50% of our students were able to perform at a proficient or advanced level on this assessment. Teachers and staff reviewed the results and came up with action plans for their classes and students to help ensure progress throughout the year.</i></p> <p><i>Our 2nd and 3rd grade EL and IEP students performed higher than the 4th and 5th grade students. However, we've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on future assessments and in class. We have hired a full-time EL Intervention Teacher whose target group are students with an EL Level of 3 or below in grades 3rd-5th. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.</i></p> <p><i>In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas.</i></p>								
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>								
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>									
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p>	<table border="1"> <thead> <tr> <th data-bbox="808 1493 1122 1535">Person(s) Responsible</th> <th data-bbox="1122 1493 1446 1535">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 1535 1122 1619">Teachers, leadership team</td> <td data-bbox="1122 1535 1446 1619"></td> </tr> <tr> <td data-bbox="808 1619 1122 1745">Teachers, leadership team</td> <td data-bbox="1122 1619 1446 1745"></td> </tr> <tr> <td data-bbox="808 1745 1122 1967">Teachers, leadership team</td> <td data-bbox="1122 1745 1446 1967"></td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers, leadership team		Teachers, leadership team		Teachers, leadership team	
Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)								
Teachers, leadership team									
Teachers, leadership team									
Teachers, leadership team									

<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, RTI</p>	<p>For MAP testing from LCFF</p> <p>\$25,200 for partition of 6 TAs salaries when they provide instructional help Title 1</p> <p>\$8000 for Saturday Intervention school. (Approximately half of it for ELA and the other half is for MATH)</p> <p>\$21,600 Title I for SES for ELA and Math intervention (Approximately half of it for ELA and the other half is for MATH)</p> <p><u>Supplementary Instructional Materials:</u></p> <ul style="list-style-type: none"> • Ticket to Read Intervention & Enrichment Computer Program (LCFF) • Accelerated Reader Program (LCFF) • Novels – fiction and nonfiction (LCFF) • Alexandria Software for Library System (LCFF) <p><u>ELA related Professional Development:</u></p> <ul style="list-style-type: none"> • Write Steps Training Webinar for writing instruction Title I (\$500) • ELA Core: Power to Persuade & Evidence Based Writing in Common Core Title I (\$500) • Kindergarten Association of California Conference Title I (\$500)
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<p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>coordinator, leadership team</p>	<ul style="list-style-type: none"> • Evidence Based Writing: An Integrated Approach Title I (\$500) • Literacy Leadership Seminar • Common Core and the SPED Student
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

What were the findings from the analysis of this data?

Spring 2015 I-Ready Test Data:

- K (1 class) – 63% proficient or advanced
- 1st (1 class) – 54% proficient or advanced
- 2nd (3 classes) – 23% proficient or advanced
- 3rd (2 classes) – 39% proficient or advanced
- 4th (2 classes) – 31% proficient or advanced
- 5th (1 class) 47% proficient or advanced
- EL Subgroup:
 - K (10 students tested) – 30% proficient or advanced
 - 1st (15 students tested) – 40% proficient or advanced
 - 2nd (16 students tested) – 0% proficient or advanced
 - 3rd (13 students tested) - <1% proficient or advanced
 - 4th (13 students tested) – 0% proficient or advanced
 - 5th (1 student tested) – 0% proficient or advanced
- IEP Subgroup:
 - K (3 students tested) – 33% proficient or advanced
 - 1st (3 students tested) – 33% proficient or advanced
 - 2nd (11 students tested) – 18% proficient or advanced
 - 3rd (5 students tested) - 20% proficient or advanced
 - 4th (6 students tested) – 0% proficient or advanced
 - 5th (6 student tested) – 17 % proficient or advanced

Summary:

Upon analysis and discussion of the Spring 2015 Math I-Ready data for grades kindergarten through fifth, it has been concluded that grades K through 3rd performed higher in the area of ELA than Math. Grades 4th and 5th performed slightly higher in Math than in ELA.

Although our EL and IEP students performed slightly higher in Math than in ELA, we've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on future assessments and in class. We have budgeted to hire and are currently looking for a part-time Math Intervention Teacher to support struggling students. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.

In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas. Teachers will also be attending more Math PD this school year.

SBAC Math Data 2015:

- 3rd -55% proficient or advanced
- 4th - 35% proficient or advanced
- 5th - 38% proficient or advanced
- EL Subgroup:
 - 3rd (13 students tested) – 23% proficient or advanced
 - 4th (13 students tested) – 0% proficient or advanced
 - 5th (1 student tested) - 0% proficient or advanced
- IEP Subgroup:
 - 3rd (6 students tested) – 50% proficient or advanced
 - 4th (6 students tested) – 0% proficient or advanced
 - 5th (6 students tested) - 17% proficient or advanced

Summary:

Upon analysis and discussion of the 2015 SBAC data for grades third through fifth, it has been concluded that students performed significantly lower in the area of Math than ELA except for 3rd grade. With the implementation of Common Core Math and a new testing system, we were aware these results may be typical.

Overall, our 3rd grade students, including EL and IEP, outperformed the other grade level. However, we've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on the 2016 SBAC Assessment. We have budgeted to hire and are currently looking for a part-time Math Intervention Teacher to support struggling students. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.

In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas. Teachers will also be attending more Math PD this school year.

Fall 2015 MAP Test Data:

- 2A – 38% proficient or advanced
- 2B – 50% proficient or advanced
- 3A – 30% proficient or advanced
- 3B – 14% proficient or advanced
- 3C – 20% proficient or advanced
- 4A – 46% proficient or advanced
- 4B – 46% proficient or advanced
- 5A – 27% proficient or advanced
- 5B – 35% proficient or advanced
- EL Subgroup:
 - 2nd (18 students tested) - 33% proficient or advanced
 - 3rd (22 students tested) – 23% proficient or advanced
 - 4th (13 students tested) – 23% proficient or advanced
 - 5th (11 student tested) - 0% proficient or advanced
- IEP Subgroup:
 - 2nd (3 students tested) - 0% proficient or advanced
 - 3rd (9 students tested) – 22% proficient or advanced
 - 4th (7 students tested) – 43% proficient or advanced
 - 5th (6 student tested) - 0% proficient or advanced

Summary:

	<p><i>Upon analysis and discussion of the Fall 2015 MAP Math data for grades second through fifth, it has been concluded that less than 50% of our students were able to perform at a proficient or advanced level on this assessment. For most grade levels, students performed slightly higher in the area of ELA than Math. Teachers and staff reviewed the results and came up with action plans for their classes and students to help ensure progress throughout the year.</i></p> <p><i>We've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on future assessments and in class. We have budgeted to hire and are currently looking for a part-time Math Intervention Teacher to support struggling students. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.</i></p> <p><i>In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas. Teachers will also be attending more Math PD this school year.</i></p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>For MAP testing (LCFF)</p>

<p>in math intervention groups and classes. (by September 14, 2015)</p> <p>Task 2:</p> <p>Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will select math intervention materials and resources. (by September 30, 2015)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 3:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate math intervention program goals and objectives;</p>	<p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, MathDept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	<p>\$25,200 for partition of 6 TA salaries during instructional time Title I</p> <p>\$8000 title I for Saturday Intervention school. (Approximately half of it for ELA and the other half is for MATH)</p> <p>\$21,600 Title I for SES for ELA and Math intervention(Approximately half of it for ELA and the other half is for MATH)</p> <p>Part Time Math intervention teacher salary \$9040.00 from Title I</p> <p><u>Supplementary Instructional Materials:</u></p> <ul style="list-style-type: none"> • Building Blocks Intervention & Enrichment Computer Program Title I (LCFF) • ALEKS Intervention Computer Program (LCFF) <p><u>Math Related Professional Development:</u></p> <ul style="list-style-type: none"> • Practical Tools for Supporting High Levels of Mathematical Engagement Webinar • 2014 National Conference for 1st Grade Teachers Title I (\$500) • UCLA Summer Math Workshop Title I (\$200) • LAUSD Math Field Day Workshop Free • Math Fact Fluency Seminar • McGraw Hill My Math PD Free • Ironbox Workshop Title I (\$300)
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determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)		
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<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need:</p> <p>To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. ▪ The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2015 MAP test data ▪ CELDT results ▪ EL re-classification rates 	<p>What were the findings from the analysis of this data?</p> <p><u>Spring 2015 I-Ready Test Data:</u></p> <ul style="list-style-type: none"> • EL Subgroup: <ul style="list-style-type: none"> ▪ K (10 students tested) – 40% proficient or advanced ▪ 1st (15 students tested) – 60% proficient or advanced ▪ 2nd (16 students tested) – <1% proficient or advanced ▪ 3rd (13 students tested) - <1% proficient or advanced ▪ 4th (13 students tested) – 0% proficient or advanced ▪ 5th (1 student tested) – 0% proficient or advanced <p><u>SBAC ELA/Literacy & Math Data 2015:</u></p> <ul style="list-style-type: none"> • EL Subgroup: <ul style="list-style-type: none"> ▪ 3rd (13 students tested) – 0% proficient or advanced ▪ 4th (13 students tested) – 0% proficient or advanced ▪ 5th (1 student tested) - 0% proficient or advanced <p><u>Fall 2015 MAP ELA Test Data:</u></p>

	<ul style="list-style-type: none"> • EL Subgroup: <ul style="list-style-type: none"> ▪ 2nd (18 students tested) - 39% proficient or advanced ▪ 3rd (22 students tested) – 14% proficient or advanced ▪ 4th (12 students tested) – <1% proficient or advanced ▪ 5th (12 student tested) - <1% proficient or advanced <p><u>CELDT Results 2014-2015:</u></p> <ul style="list-style-type: none"> • Total Number Students Tested: 98 students • K (10 students tested) - 5 annual & 4 initials; 3 students at Beginning Level, 2 students at Early Intermediate, 4 students at Intermediate Level • 1st (19 students tested) – 18 annual & 1 initial; 2 students at Advanced Level, 8 students at Early Advanced Level, 7 students at Intermediate Level, 1 student at Early Intermediate Level, 1 student at Beginning Level • 2nd (35 students tested) – 34 annual & 1 initial; 5 students at Advanced Level, 14 students at Early Advanced Level, 10 students at Intermediate Level, 5 students at Early Intermediate Level, 1 student at Beginning Level • 3rd (17 students tested) – 16 annual & 1 initial; 4 students at Early Advanced Level, 8 students at Intermediate Level, 4 students at Early Intermediate Level, 1 student at Beginning Level • 4th (14 students tested)- 14 annual & 0 initial; 1 student at Advanced Level, 6 students at Early Advanced Level, 7 students at Intermediate Level • 5th (3 students tested) – 3 annual & 0 initial; 2 students at Advanced Level, 1 student at Intermediate Level <p><u>EL Reclassification Rates 2014-2015:</u></p> <ul style="list-style-type: none"> • Total Number Students Tested: 98 students • Number of Students Reclassified: 23 students • 2014-2015 Reclassification Rate: 23.4% <ul style="list-style-type: none"> ▪ 1st grade – 5 students ▪ 2nd grade – 13 students ▪ 3rd grade – 3 students ▪ 4th grade – 1 student ▪ 5th grade – 2 students
How will the school evaluate the progress of this	Where can a budget plan of the proposed

<p>goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1:</p> <p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p> <p>Task 1:</p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2015)</p> <p>Task 2:</p> <p>ELD time will be built into in the master schedule.</p> <p>Task 3:</p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 4:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p>Task 1:</p> <p>Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p>Task 2:</p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Full Time EL Coordinator and Teacher Salary (LCFF)</p> <p>EL Related Professional Development:</p> <ul style="list-style-type: none"> • LACOE Workshop – ELD & SDAIE (LCFF) • GLAD Conference (LCFF) • ELD Framework Conference (LCFF) • ELD & ELA Integration Workshop Title I (\$1000) • Parent Engagement for EL Students Workshop Title I (\$300) • Parent workshops for EL parents Title I (\$800)

<p>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2015-16 school year)</p> <p>Task 1:</p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3:</p> <p>Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year)</p> <p>Task 4:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p>Task 5:</p> <p>The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p>Task 6:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>
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PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

LEA GOAL:

Charter School will provide each immigrant student with necessary resources and counseling to support their needs.

Identified Need:

To provide necessary counseling and support to immigrant students

Expected Annual Measurable Outcomes:

- Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs.

What data did you use to form this goal?

- Fall 2015 MAP test data
- CELDT results
- EL re-classification rates
- CoolSIS information on student enrollment, grades, and behavior

What were the findings from the analysis of this data?

We currently have 5 immigrant students enrolled in our school.

- 2nd grade – Armenia – Assyrian – Initial US enrollment 8/18/15 - **EL**
- 4th Grade – Chile – Spanish – Initial US enrollment 9/1/15 – **EL**
- 4th Grade – Egypt – Arabic – Initial US enrollment 9/29/14 - **EL**
- Kinder – Mexico – Spanish - Initial US enrollment 8/16/14 - **EL**
- 4TH GRADE – Nigeria – English – Initial US enrollment 8/16/14 - **EO**

Supports Needed:

- EL Instruction & Intervention (if non EO)
- Counseling services to help with changes and transitions
- Support, training & resources for parents
- Community resources as needed
- Free or reduced lunch if family qualifies
- Teacher Aides to provide support in the classroom
- After school tutoring, child care (ASES), Saturday school
- Curriculum supports such as classroom novels and other books on tape, versions of the adopted curriculum in other languages

<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1:</p> <p>Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p>Task 2:</p> <p>Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year)</p> <p>Task 3:</p> <p>MPS Home Office will monitor the site-level implementation of the counseling services at least semester. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, School Culture Coordinator, Translator Counselor Payments, RTI coordinator, EL coordinator, Leadership team</p> <p>Dean of Culture, leadership team</p> <p>MPS Home Office</p> <p>Dean of Culture, RTI coordinator, EL coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <ul style="list-style-type: none"> EDGE Coaching – 4 staff members; student coaching to address students’ various needs. (for the training one to one or group counseling)(LCFF) Translators provided during the parent teacher conferences, SST, IEP and Community Meetings. (LCFF) CSUN counselors addressing various needs of the students including remedies of immigration anxiety. (Total:\$7000 from LCFF; only \$302 is from Title III)

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

LEA GOAL:

For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes:

- 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.
- 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

What data did you use to form this goal?

- Initial and annual verification of teacher credentials
- Compliance documentation for Charter School Oversight Visit
- Teacher PD needs assessments
- Teacher PD attendance, including participation in BTSA and EL Authorization programs
- Teacher performance evaluations

What were the findings from the analysis of this data?

All of our teachers are highly qualified and received a degree and credential that authorizes them to teach in a multi-subject, general education setting which includes supporting and meeting the needs of EL students and students with an IEP. We currently have 6 teachers who hold a clear credential and 5 teachers who are enrolled in an induction program to complete the required coursework in order to receive their cleared credential. The LEA is supporting this process financially and through coaching as needed.

In order for our teachers to remain up to date with the latest changes and advancements in education, they are encouraged to seek out and attend professional development. Administration also recommends PD opportunities as needed to promote professional growth. Some of the attended professional development are:

- Capturing Kids’ Hearts 3-day Workshop – 5 staff members; social/emotional care for students & classroom management strategies
- COP3 Special Education Summit – all teachers and administrators; strategies and programs to use for SPED students in the GED setting
- MPS Admin and Staff Inservice Days – occurring before the start of the school; included PD on Alvo Blending Learning Program, PBIS support, Co-teaching models, etc.
- EDGE Coaching – 4 staff members; student coaching to help students develop their executive functioning skills
- Annenberg Performing Arts, STEM to STEAM - all teachers and administrators; strategies and framework building for arts integration
- California Department of Education – Dean of Academics; SBAC and ELPAC updates
- Behavior Escalation Management, SPED – RSP teacher and 1 GED teacher; classroom management strategies for SPED students
- CSDC Leadership Conference

	<ul style="list-style-type: none"> Admin Meetings – principal and dean; monthly meetings/trainings with Home Office staff Staff Meetings - weekly 																	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>																	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>																		
<p>Action Step 1:</p> <p>Charter School will conduct credential review and support teachers’ credentialing needs. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will identify teacher credentialing needs and support teachers’ credentialing needs. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will schedule PD in abovementioned areas. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-</p>	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td>Teachers, leadership team</td> <td></td> </tr> <tr> <td>Principal, MPS Home Office</td> <td></td> </tr> <tr> <td>Principal, MPS Home Office</td> <td></td> </tr> <tr> <td>Principal</td> <td></td> </tr> <tr> <td>Dean of Academics, EL coordinator, Principal, leadership team</td> <td rowspan="4">Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</td> </tr> <tr> <td>Dean of Academics, EL coordinator, Principal, leadership team</td> </tr> <tr> <td>Dean of Academics, EL coordinator, Principal, leadership team</td> </tr> <tr> <td>Dean of Academics, Principal, leadership team</td> </tr> <tr> <td>Dean of Academics, EL coordinator, Principal, leadership team</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers, leadership team		Principal, MPS Home Office		Principal, MPS Home Office		Principal		Dean of Academics, EL coordinator, Principal, leadership team	Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.	Dean of Academics, EL coordinator, Principal, leadership team	Dean of Academics, EL coordinator, Principal, leadership team	Dean of Academics, Principal, leadership team	Dean of Academics, EL coordinator, Principal, leadership team	
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<p>16 school year)</p> <p>Task 2:</p> <p>Charter School will schedule PD in areas of need. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School will evaluate its teachers for their performance. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>	<p>Dean of Academics, EL coordinator, Principal, leadership team</p>	
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

MSA-7 has built a safe learning environment conducive to student learning.

- School has maintained an ADA rate of least 95% for most months since inception.

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2010-2011	98	97	95	95	94	93	96	95	97	95
2011-2012	98	97	97	95	97	95	96	96	97	98
2012-2013	98	97	96	97	97	94	95	96	97	97
2013-2014	98	97	97	97	95	96	96	96	97	96
2014-2015	98	98	97	97	96	93	96	96	96	95
2015-2016	98	98	96							

- School currently has a chronic absenteeism rate of approximately 1.7%. Dean of Students is working with parents of these students to create action plans to help them ensure their children are here every day and on time.
- School maintains a dropout record of 0%.
- School maintains a suspension and expulsion record of 0%. Monthly suspension reports are submitted to the District by the Dean of Students.
- School maintains a satisfaction rating of 94% as determined by 2014-2015 parent, student, and staff surveys results.
- School holds a minimum of 5 parent activities and events each school year. Below is a list of the activities/events planned for the 2015-2016 school year:
 - Parent & Student Orientation/Teacher Meet and Greet

– 8/14/15

- Chuck E Cheese Family Night – 8/27/15 & April 21, 2016
 - Back to School Night – September 2, 2015
 - Parent Conferences – October 2015 & February 2016
 - Holiday Show – December 18, 2015
 - Science Fair Parent Meeting/Training – January 13, 2106
 - RFEP Parent Meeting – January 2016
 - 5th Grade Parent Meeting – January 2016
 - Family Night (Open House, Science Fair, Book Fair, Science Expo, Art Night) – February 25, 2016
 - Annenberg Performing Arts Center Family Field Trip – April 9, 2016
 - Kindergarten Orientation – May 18, 2016
 - Talent Show – May 20, 2016
 - Volunteer Thank You Tea – May 26, 2015
 - MSA-7 Family Summer Luau Carnival – June 3, 2015
 - Monthly Parent Task Force (PTF), English Language Advisory Council (ELAC) and School Site Council (SSC) Meetings that also include parent training sessions
 - Monthly Awards Assemblies
- School set a goal of visiting at least 30% of student’s home through the Home Visit program. At this point in the school year, 15% of our families have received a Home Visit. The School Culture Coordinator oversees this program by assisting staff with paperwork, setting up visits, and keeping track of all completed visits in the Home Visit Binder.

Student’s needs are supported through a variety of different programs and support staff.

- **Physical** – breakfast & lunch provided daily, 73% of enrolled students receive free or reduced lunch; daily supervised recess and lunch activity time (30 minutes per day); weekly grade level, standards-based PE classes provided to all students; weekly grade level, standards-based Health classes provided to all students; vision and health screenings done periodically and as needed; annual Health and Fitness Week; annual Community Fitness Expo and 5K
- **Social** – school wide Character Education program; Social Skills Group led by Mitchell Family Clinic; after school Clubs to promote socializing; ASES after school program; EDGE coaching
- **Emotional** – counseling program open to all students, led by Mitchell Family Clinic; counseling for SPED students with social/emotional IEP goals; Dean of Students is certified in Mental Health First Aid to support students as needed; staff trained by Dean of Students in Capturing Kid’s Hearts program; EDGE coaching
- **Intellectual** – all teachers are highly qualified and participate in professional development to continue their growth in reaching all students of all intellectual ability. Multiple programs available to support and enrich student achievement:
 - After school tutoring led by teachers
 - Saturday School led by teachers

	<ul style="list-style-type: none"> ▪ EL Intervention with EL teacher (pull-out and push-in support) ▪ RSP support with RSP teacher (pull-out and push-in support) ▪ RTI & SST process as needed ▪ GATE recommendations for Identification from the District ▪ EDGE Coaching to help develop executive functioning skills 	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1:</p> <p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will offer Life Skills program to supplement instruction. (2015-16 school year)</p> <p>(Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Student awards Fundraising & Donations</p> <p>Health Class Portion of the Teacher LCFE</p> <p>Parent workshops related to safety, health, cyber bullying etc. Title I (\$800)</p> <p>Home visit Reimbursement Title I (\$5000)</p>

<p>curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3:</p> <p>Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will schedule annual workshops for parents of EL students. Topics to be covered include 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. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School teachers will schedule and make home-visits. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>	<p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	
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PERFORMANCE GOAL 5: All students will graduate from high school. **Not applicable for MSA-7**

LEA GOAL: NA

Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

Identified Need:

To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready

Expected Annual Measurable Outcomes:

- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a four-year cohort graduation rate of at least 75%.
- At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.
- At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.

What data did you use to form this goal?

- Enrollment records
- Graduation records
- CDE records/CALPADS reports
- 4-year plans
- Class schedules and rosters
- College Board reports

What were the findings from the analysis of this data?

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.

Action Step 1:

Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)

Person(s) Responsible

College Advisor, Dean of Academics, leadership team

Cost and Funding Source (Itemize for Each Source)

Action Step 2:

Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation. (2015-16 school year)

College Advisor, Dean of Academics, leadership team

Action Step 3:

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)

College Advisor, Dean of Academics, leadership team

Action Step 4:

Charter School will offer "Advisory" classes (college

College Advisor, Dean of

planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)	Academics, leadership team	
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date² Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #: 2A

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not</p>	<p>\$0</p>	<p>N/A</p>

<p>data disaggregated by grade and subgroups</p> <ul style="list-style-type: none"> ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 		used to fund these services.		
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<p>formats and languages spoken by families at schools</p> <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Fatih Metin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Rivera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gilbert Yoon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Wong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miriam Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Meral Bilgi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Chastain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lourdes Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Mattan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

⁴ EC Section 52852

This part will be reflection of the top according to title incomes.

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$78,240	Title I, Part A	\$78,240	\$0.00
\$0	Title II	\$0	\$0.00
\$0	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$302	Title III, Immigrant	\$302	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$17,040.00
Classified Personnel Salaries	2000-2999	\$25,200.00
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$36,302.00
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 6 ELA Instructional assistants (50% of their time are for ELA.)	Classified Personnel Salaries	2000-2999	\$12,600.00	
Action Step 2: SES for ELA intervention (%50 of SES for ELA)	Prof. Services and Operating Expenditures	5800	\$10,800.00	
Action Step 3: Saturday School	Certificated Personnel Salaries	1000-1999	\$4,000.00	
Action Step 4: Novels	Books and Supplies	4000-4999	LCFF	
Action Step 5: Accelerated Reader	Books and Supplies	4000-4999	LCFF	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$4,000.00	
Classified Personnel Salaries	2000-2999	\$12,600.00	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$10,800.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 Title-I Math intervention teacher for	Certificated Personnel Salaries	1000-1999	\$9,040.00	
Action Step 2: 6 ELA Instructional assistants (50% of their time are for ELA.)	Books and Supplies	2000-2999	\$12,600.00	
Action Step 3: Saturday School	Certificated Personnel Salaries	1000-1999	4,000.00	
Action Step 4: SES for math intervention(%50 SES is for math)	Prof. Services and Operating Expenditures	5800	\$10,800.00	
Action Step 5: Math intervention program Building Blocks	Books and Supplies	4000-4999	LCFF	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$13,040.00	
Classified Personnel Salaries	2000-2999	\$12,600.00	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$10,800.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELD coordinator/ teacher	Classified Personnel Salaries	2000-2999	Full salary from LCFF	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999	LCFF	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	LCFF	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling. Edge Coaching will be done	Prof. Services and Operating Expenditures	5800		\$302.00
Action Step 2: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$800.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$800.00	\$302.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: PD in areas of need, Some BTSA and Various PD is mentioned above.	Prof. Services and Operating Expenditures	5800	\$7,800.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$7,800.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$800	
Action Step 2: Home-visit stipends	Prof. Services and Operating Expenditures	5819	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$5,800.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school. Not applicable for MSA—7.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 ELA teacher for 10% (CAHSEE prep) 1 math teacher for 10% (CAHSEE prep)	Certificated Personnel Salaries	1000-1999		
Action Step 4: 1 ELA teacher for 10% (ACT/SAT prep) 1 math teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee *[Signature]* _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 12/4/2015.

Attested:

FATIH METIN
Typed name of School Principal

Fatih Metin
Signature of School Principal

2/2/2016
Date

Darrick Wong
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

2/2/2016
Date

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy #8 Bell

District: Magnolia Science Academy #8 Bell, authorized by LAUSD

County-District School (CDS) Code: 19-647330122747

Principal: Jason Hernandez

Date of this revision: 12/17/15

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Jason Hernandez
Position:	Principal
Telephone Number:	323-826-3925
Address:	6411 Orchard Ave., Bell, CA 90201
E-mail Address:	jhernandez@magnoliapublicschools.org

The MPS Governing Board approved this revision of the SPSA on TBD.

Table of Contents	
Form A: Planned Improvements in Student Performance	4
Form B: Centralized Services for Planned Improvements in Student Performance	25
Form C: Programs Included in This Plan	30
Form D: School Site Council Membership	34
Form E: Recommendations and Assurances	36
Form F: Budget Planning Tool	38
Form G: Single Plan for Student Achievement Annual Evaluation	46

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

SCHOOL GOAL: 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - Fall 2015 MAP test data - Spring 2015 MAP test data - SBAC ELA/Literacy data from 2015 	<p>Spring 2015 MAP testing and CAASPP shows that approximately 36% of the students meet the proficiency levels.</p> <p>Upon further disaggregation, the data indicate that English Language Learners and Students with Learning Disabilities have the greatest needs for intervention. According to the CAASPP 10% of SPED and 0% of EL students meet the proficiency levels as presented in the attached charts.</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>

STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitoring student progress in ELA/Literacy as measured by the MAP tests.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>#1. Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Teachers - Leadership Team 	<ol style="list-style-type: none"> 1. Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year) 2. Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year) 	
<p>#2. The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p>	<ul style="list-style-type: none"> - Dean of Academics - RTI team - Leadership Team - Total Educational Solutions 	<ol style="list-style-type: none"> 1. Charter School will use the MAP test and teacher feedback to identify and place students in Power English classes. (by September 14, 2015) 2. Teachers will provide targeted CCSS aligned ELA intervention during the Power English classes, and twice a week after school to meet the students' need. (2015-16 school year) 3. Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$19,902 Total Educational Services will provide services in ELA <p>General Funds</p> <ul style="list-style-type: none"> - MAP Testing - After-School English Intervention
<p>#3. Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p>	<ul style="list-style-type: none"> - RTI team - Dean of Academics - Leadership Team - Principal 	<ol style="list-style-type: none"> 1. Charter School will select reading intervention materials and resources. (by September 30, 2015) 2. Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015) 3. Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$4,200 Fast Forward/Reading Intervention Program <p>General Funds</p> <ul style="list-style-type: none"> - Accelerated Reader - BrainPop (general and ESL) - Scholastic News

<p>#4 Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Dean of Academics - RTI team - Leadership Team - Teachers - ELA Department Chair 	<ol style="list-style-type: none"> 1. Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/30/16) 2. Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year) 3. Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year) 	<p>Title Funds</p> <p>General Funds</p> <ul style="list-style-type: none"> - NWEA MAP Training (MPS Training) - SBAC Interim Assessment
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LEA GOAL: Charter School will set and strive to meet proficiency targets in Math on the CAASPP assessment system.

SCHOOL GOAL: 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - Fall 2015 MAP test data - Spring 2015 MAP test data - SBAC ELA/Literacy data from 2015 	<p>Spring 2015 MAP testing and CAASPP shows that approximately 25% of the students meet the proficiency levels.</p> <p>Upon further disaggregation, the data indicate that English Language Learners and Students with Learning Disabilities have the greatest needs for intervention. According to the CAASPP 4% of SPED and 2% of EL students meet the proficiency levels as presented in the attached charts.</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>

STRATEGY: Charter School will provide CCSS aligned Math instruction, support and intervention to all students, including ELs, and monitoring student progress in Math as measured by the MAP tests.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>#1. Teachers will provide CCSS aligned Math instruction using SDAIE strategies. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Teachers - Leadership Team - EL Coordinator - Language and Literacy Coach - Dean of Academics - Principal 	<ol style="list-style-type: none"> 1. Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year) 2. Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$19,902 Total <p>Educational Services will provide services in Math</p> <p>General Funds</p> <ul style="list-style-type: none"> - MAP Testing - After-School Math Intervention
<p>#2. The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by October 14, 2015)</p>	<ul style="list-style-type: none"> - Math teachers - Dean of Academics - Leadership Team - RTI Team 	<ol style="list-style-type: none"> 1. Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2015) 2. Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year) 3. Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$19,902 Total <p>Educational Services will provide services in math</p> <p>General Funds</p> <ul style="list-style-type: none"> - MAP Testing - After-school Math intervention - Power Math, targeted intervention within all grades (2nd Semester)
<p>#3. Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Math Department Chair - Teachers - Dean of Academics - RTI Team - Leadership Team 	<ol style="list-style-type: none"> 1. Charter School will select math intervention materials and resources. (by September 30, 2015) 2. Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015) 3. Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$245 Ironbox Curriculum <p>General Funds</p> <ul style="list-style-type: none"> - ALEKS (included with curriculum) - Math manipulative (included with curriculum) - SBAC Interim

			Assessment - Khan Academy
#4. Teachers and the leadership team will monitor student progress in Math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)	<ul style="list-style-type: none"> - Teachers - Dean of Academics - Leadership Team - Math Department Chair - RTI Team 	<ol style="list-style-type: none"> 1. Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/30/16) 2. Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year) 3. Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year) 	Title Funds General Funds <ul style="list-style-type: none"> - NWEA MAP Training (MPS Training) - SBAC Interim Assessment

LEA GOAL: Charter School will set and strive to meet proficiency targets for the EL subgroups in English Language Arts/Literacy and Math on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

SCHOOL GOAL: 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> - Spring 2015 MAP test data - Fall 2015 MAP test data - SBAC ELA/Literacy and data from 2015 - CELDT results - EL re-classification rates 	<p>What were the findings from the analysis of this data?</p> <p>2015 Spring MAP and CAASPP testing shows that our EL student population struggles the most in all our subgroups. The data indicates 0% meet proficiency levels in ELA and 2% meet proficiency levels in math. Data charts have been attached for reference.</p> <p>In regards to the 2015-16 school year CELDT, 31% of our students reached the passed the exam.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>
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STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>#1. Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Teachers - Language and Literacy Coach - EL Coordinators - Leadership Team 	<ol style="list-style-type: none"> 1. The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers, by August 28th, 2015. 2. ELD time will be built into the master schedule. 3. Charter School will purchase supplementary ELD materials and benchmark assessments by October 14th, 2015. 4. Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities, by October 14th, 2015. 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$12,169 National Geographic: Inside Curriculum <p>General Funds</p> <ul style="list-style-type: none"> - BrainPop (regular and ESL) - English 3D
<p>#2. The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p>	<ul style="list-style-type: none"> - Dean of Academics - RTI team - Leadership Team - Total Educational Solutions 	<ol style="list-style-type: none"> 1. Teachers will identify targeted ELD areas and levels of support needed, by October 14th, 2015. 2. Teachers will develop and implement targeted lessons to meet the student's needs. Students will also be provided after-school intervention at least once a week for 2015-2016 school year. 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$55,776, EL Coordinator - Embedded assessment, National Geographic: Inside Curriculum <p>General Funds</p> <ul style="list-style-type: none"> - MAP Testing - After-school English Intervention
<p>#3. Teachers and leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.) (2015-16 school year)</p>	<ul style="list-style-type: none"> - RTI team - Dean of Academics - Principal - Leadership Team 	<ol style="list-style-type: none"> 1. All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year) 2. Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year) 3. Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year) 4. The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback 	<p>Title Funds</p> <ul style="list-style-type: none"> - Embedded assessment, National Geographic: Inside Curriculum <p>General Funds</p> <ul style="list-style-type: none"> - Fast Forward (more seats, 11) - MAP Testing - SBAC Interim Assessments

		<p>mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <ol style="list-style-type: none"> 5. The school leadership will implement the observation protocol monthly. (2015-16 school year) 6. The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year) 	
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LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.

SCHOOL GOAL: 2B: All immigrant children and youth will be provided with necessary resources and support systems.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - Fall 2015 MAP Test Data - CELDT results - EL re-classification rates - CALPads - CoolSIS information on student enrollment, grades and behavior 	<p>At MSA Bell, we currently have 9 students that qualify as immigrants based on allowed indicators. 8 of the 9 are Hispanic and the other is white. Of the 9 students, 2 are Reclassified Fluent English Proficient (RFEP) and 7 are classified as English Language Learners (ELL). 7 students are 6th grade; 1 student 7th grade; and 1 student 8th grade.</p> <p>As a school we have researched various resources in order to assist families and provided them with tools necessary to achieve academic success and acclimate to the school culture.</p> <p>Personnel support includes Dean of Culture, School Psychologist and other staff members such as teachers and leadership. Our Dean of Culture provides support to various families by researching beneficial resources and workshops and serving as a liaison to the community. Our School Psychologist makes himself accessible to</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 3 Budget</p>

	<p>all students within our MPS community. He will provide various supports such as counseling and referrals to other available resources. Marisol Lopez, Office Manager, due to the fact that many parents communicate various information; she serves as our liaison for our immigrant and homeless population. Various teachers serve as mentors to many of our students. Many teachers have received training in executive function in order to provide support as needed.</p>	
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STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>#1 Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Office Manager - Leadership Team - School Psychologist - RTI team - EL Coordinator - Language and Literacy Coach 	<ol style="list-style-type: none"> 1. Charter School will identify the immigrant students and their needs. (by September 14, 2015) 2. Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year) 3. MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2015-16 school year) 	<p>Title Funds</p> <p>General Funds</p> <ul style="list-style-type: none"> - School Psychologist - CSUN - EdLogical (outside vendor) - Immigrant and homeless liaison

<p>#2 Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Office Manager - Leadership Team - School Psychologist - RTI team - EL Coordinator - Language and Literacy Coach 	<p>1. Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>	<p>Title Funds General Funds</p>
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LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

SCHOOL GOAL: 3: All students will be taught by highly qualified teachers.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - Initial and annual verification of teacher credentials - Compliance documentation for Charter School Oversight Visit - Teacher PD needs assessments - Teacher PD attendance, including participation in BTSA and EL Authorization programs - Teacher performance evaluations 	<p>All of our students at MSA Bell are taught by Highly Qualified Teachers. 2 teachers have recently completed the necessary paperwork for EL authorization as required by the state of California and other educational agencies. We currently have 3 teachers completing a beginning teacher support and assessment induction program (BTSA) through LACOE.</p> <p>Through the implementation of common core state standards and the movement towards the 21st century classroom; professional development is needed and on going for our teachers and staff. Training includes Blended Learning, Cooperative Learning Strategies, Co-Teaching, Classroom Instruction (Differentiated and Rigorous Instruction), and Social-Emotional needs of students.</p> <p>Upon further review of the staff, we have many new teachers and staff. On-going professional development is being</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>

	implemented along with the partnering of a mentor teacher in order to provide on-site beginning teacher support.	
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STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
#1 Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)	<ul style="list-style-type: none"> - Principal Leadership Team - MPS Home Office Leadership 	<ol style="list-style-type: none"> 1. Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year) 2. Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year) 3. Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year) 	Title Funds General Funds <ul style="list-style-type: none"> - Internal screening and review of all candidates - BTSA
#2 Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)	<ul style="list-style-type: none"> - Principal Leadership Team - MPS Home Office Leadership 	<ol style="list-style-type: none"> 1. Charter School will schedule PD in above mentioned areas. (2015-16 school year) 2. Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year) 	Title Funds <ul style="list-style-type: none"> - \$4,604 ELA Teachers (LACOE Training) - \$4,177 ELA Training (QTEL) for Language and Literacy Coach - \$1,170 Jane Shafer Training - \$600 STEM Symposium (math training) General Funds <ul style="list-style-type: none"> - MPS Staff PD's (symposiums)

<p>#3 Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Principal Leadership Team - MPS Home Office Leadership 	<ol style="list-style-type: none"> 1. Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year) 2. Charter School will schedule PD in areas of need. (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - Professional Development <ul style="list-style-type: none"> o Kagan Training o \$5,000 Individualized Staff PD and support by Dr. Gale Gorke o \$660 ALVO Blended Learning Institute o \$9,946 EDGE Coaching
<p>#4 Charter School will evaluate its teachers for their performance. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Principal Leadership Team - MPS Home Office Leadership 	<ol style="list-style-type: none"> 1. Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year) 2. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2015-16 school year) 3. Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year) 	<p>Title Funds</p> <p>General Funds</p> <ul style="list-style-type: none"> - Performance Coaching Document - 2nd Semester Action Plan

LEA GOAL: Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

SCHOOL GOAL: 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - ADA report - Daily attendance records - Enrollment records - CDE records/CALPADS reports - Behavior incident reports via CoolSIS - Survey reports - Home visit calendar 	<p>At MSA Bell, we have developed a school atmosphere that is proactive and ready to adapt to the needs of our students and community. Our daily average attendance is maintained at 98% or above. We implement a point system for behavior maintained through CoolSIS. This tracks student's positive and negative behavior.</p> <p>Parent involvement is critical in maintaining the success of our students as well as understanding the community needs. Our Dean of Culture and teachers have a goal of visiting 27% of our student's home.</p> <p>Dean of Student leads a positive behavior intervention committee known as the Justice League. They meet on a regular basis to discuss student safety, positive behavior support and teacher and staff concerns regarding our student population. Through these efforts we try to maintain a proactive approach that empowers students through negative situations and fosters</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>

	positive relationships.	
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STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
#1. Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)	<ul style="list-style-type: none"> - Dean of Students - Leadership Team - MPS Home Office - Teachers and Staff - Parents 	<ol style="list-style-type: none"> 1. Charter School will implement PBIS and alternatives to suspension. (2015-16 school year) 2. Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2015-16 school year) 	Title Funds General Funds <ul style="list-style-type: none"> - Speak Out Against Bullying Presentation - Kaiser Permanente "Someone Like Me" theatre - CoolSIS Module
#2. Charter School will offer Life Skills program to supplement instruction. (2015-16 school year)	<ul style="list-style-type: none"> - Dean of Culture - Leadership Team - MPS Home Office - Teachers and Staff - Parents 	<ol style="list-style-type: none"> 1. Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also 	Title Funds <ul style="list-style-type: none"> - \$68,000 Dean of Culture General Funds

		engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.	
#3. Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)	<ul style="list-style-type: none"> - Leadership Team - MPS Home Office - Teachers and Staff - Parents 	<ol style="list-style-type: none"> 1. Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year) 2. Charter School will schedule annual workshops for parents of EL students. Topics to be covered include 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. (2015-16 school year) 	<p>Title Funds</p> <p>General Funds</p> <ul style="list-style-type: none"> - Parent Workshop: Raising Emotional Healthy Children - Postage and School Literature - School Messenger
#4. Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)	<ul style="list-style-type: none"> - Dean of Culture - Leadership Team - MPS Home Office - Teachers and Staff - Parents 	<ol style="list-style-type: none"> 1. Charter School teachers will schedule and make home-visits. (2015-16 school year) 2. Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$3,123 Home Visits Compensation <p>General Funds</p>

LEA GOAL: Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

SCHOOL GOAL: 5: All students will graduate from high school.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none">- Enrollment records- Graduation records- CDE records/CALPADS reports- 4-year plans- Class schedules and rosters- College Board reports	<p>What were the findings from the analysis of this data?</p> <p>MSA Bell serves 6th-8th grade. However, we are working to gather information on Alumni and the future academic endeavors.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>N/A</p>
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STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
#1. Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)			
#2. Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation. (2015-16 school year)			
#3. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)			

<p>#4. Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)</p>			
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school’s ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school’s ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

federally funded programs <ul style="list-style-type: none"> ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>

<input type="checkbox"/>	Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$199,018.00	X

<input type="checkbox"/> <p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$		<input type="checkbox"/>
<input type="checkbox"/> <p>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</p>	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/> <p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>		\$2,436.00	<input type="checkbox"/>

X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$151.00	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
X	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$201,605.00	
Total amount of state and federal categorical funds allocated to this school		\$	

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jason Hernandez	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alvarez Park	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hilary Estes	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Negrete (President)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ces'Ari Delmuro	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mariana Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Gabriela Lopez	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Maria Villarreal (Vice President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

⁴ EC Section 52852

Karla Carrasco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Delfina Serrato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Altagracia Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jennifer Robles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Mohamad Saleh (Secretary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Hassan Saleh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Evelyn Avelar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Rafael Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Numbers of members in each category	1	4	2	5	4

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- X English Learner Advisory Committee Traci Lewin, Dean of Academics____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

Form F: Budget Planning Tool

Budget Summary:

Fiscal Year Allocation for Funding Source	Funding Source	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$199,018.00	Title I, Part A	\$199,018.00	
\$2,436.00	Title II	\$2,436.00	
\$151	Title III	\$151	\$0

Budget/Resource Code Description	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certified Personnel Salaries	1000-1999	\$123,776.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$12,414.00
Services and other Operating Expenditures	5000-5699	\$4,200.00
Transfers of Direct Cost	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$30,104.00
Communications	5900	\$3,123.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 2: Total Educational Solutions	Professional/Consulting Services and Operating Expenditures	5800	\$19,902.00	
Action Step 3: FastForward	Services and other Operating Expenditures	5000-5699	\$4,200.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699	\$4,200.00	
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$19,902.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 1 & 2: Total Educational Solutions	Professional/Consulting Services and Operating Expenditures	5800	\$19,902	
Action Step 3: Iron Box	Books and Supplies	4000-4999	\$245	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$245	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$19,902	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 1 & 3: National Geographic	Books and Supplies	4000-4999	\$12,169	
Action Step 2: EL Coordinator	Certified Personnel Salaries	1000-1999	\$55,776	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999	\$55,776	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$12,169	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 3: Professional Development in areas of need	Professional/Consulting Services and Operating Expenditures	5800	\$27,668	\$2,436

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$27,668	\$2,436
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 2: Dean of Culture	Certified Personnel Salaries	1000-1999	\$68,000	
Action Step 4: Home Visit Compensations	Communications	5900	\$3,123	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999	\$68,000	
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900	\$3,123	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 5: All students will graduate from high school.

Page is left blank because category is not applicable.

Form G: Single Plan for Student Achievement Annual Evaluation

Plan Priorities
<ol style="list-style-type: none">1. Identify the top priorities of the current SPSA.<ol style="list-style-type: none">a. We will investigate the ability to register for 11 more seat in the FastForward, using general funds.b. We will investigate more opportunities to add enrichment before school, especially our subgroups, like ELL students.c. We will investigate the opportunity to integrate more art. This might be something that will be looked at further and plan for full implementation next year.d. Providing training to teachers to identify and handle social-emotional development and support for classroom management.
<ol style="list-style-type: none">2. Identify the major expenditures supporting these priorities.<ol style="list-style-type: none">a. 11 more seats for FastForward would cost \$3,080.b. In order to accommodate additional enrichment periods in the morning before school, an additional staff member will be needed. The cost is still yet to be determined.c. The implementation of art will require research and time spent to identify the different trainings required for teachers and scheduling modifications to the bell schedule that will need to be made for full implementation. Cost is yet to be determined.d. There is current training and support that will be provided for classroom management and monies are allocated through title 1. In regards to the social-emotional development of our students, this is ongoing through various trainings provided by the administration team, specifically our Dean of Students. Further training in this area is currently under investigation and will need some time to determine the cost of implementation school-wide.
Plan Implementation
<ol style="list-style-type: none">1. Identify strategies in the current SPSA that were fully implemented as described in the plan.<ol style="list-style-type: none">a. All curriculum and teacher lesson plans are common core state standard aligned. This is verified through classroom observation and review of weekly lesson plans that are submitted.b. Morning enrichment program through the web-based program, Fast Forward, has been operating since the start of the school year. It is continual producing results, with the goal to make it accessible for more students.c. We currently use MAP testing data to establish benchmarks and evaluate student learning. This is used in the areas of math, reading and comprehension and literacy skills. The teachers' analysis the data that is provided in order to guide their lesson planning. We have also start Smarter Balance Interim Assessment and analyzing the results in order to guide lesson planning.d. Language Department has added a new EL Coordinator. Through combined efforts with the administration team and other members, we have been able to identify English Language Learners and develop a program for re-classification and language acquisition. We have been able to reclassify 31% of our ELL and continue to work to develop the necessary language skills of our other students by providing pullout and in class support and training for our teachers.

- e. This year, we have been able to provide Highly Qualified Teachers for all our content areas. In order to continually stay current with the ever-changing educational standards and programs, various trainings have been established for support of our subgroups such as English Language Learners and Students with Learning Disabilities. Trainings include implementation of language and literacy skills in all content areas and support in the area of classroom management by specifically identifying the teachers and areas of need, which were identified through classroom observations.
- f. In the area of school culture, the Dean of Culture has been able to conduct workshops that are geared to support, educate and empower parents to best meet the needs of their child. The Dean of Culture makes various home visits, specifically to our subgroups in order to provide much necessary support in the area of academics and provide resources in areas as needed. Staff members are encouraged to conduct home visits and it is on going throughout the year. Workshops are also on going and geared towards the needs of the parents through the feedback that is provided.

2. Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- a. Total Education Solutions has not been utilized at this point. At the end of the semester, students with the most need in the areas of Language Arts and Mathematics will be identified and home enrichment will be offered in the area of need.
- b. Math enrichment has not yet been implemented. We have had turnover with this position. Currently, we are working to establish stability in this area and collaborating with universities that have credential programs in order to provide consistency and quality teachers especially in the fields of math and science. The impact of this will be assessed at the end of the year, with test results such as MAP and CAASPP.
- c. The EL Coordinator sponsored by the Title III consortium is currently working with many schools in the development of observation and feedback to help improve the support of this subgroup. The barrier to full implementation is that other schools have been identified with more areas of need. This has delayed some of the goals of this position. Within our school, we have a EL Coordinator that will assist in the areas of observation and feedback in order to support students that are English Language Learners. Data at the end of the year will be assessed and program evaluated based on the results.
- d. Professional Development for teachers in the area of supporting immigrant students will be investigated further and a game plan established to offer the necessary supports. Our Office Manager and EL Coordinator has identified these students and awareness has been given to teachers and support staff in order to make necessary accommodations to ensure appropriate supports for success. EL Coordinator will evaluate their progress through out the year in the different areas of academia to ensure that growth is happening.

Strategies and Activities

- 1. Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 - a. The collaboration between our EL Coordinator and Language Literacy Coach was instrumental in the success of re-classifying 30% of our EL students in CELDT. Both educators provided classroom support for teachers in the area of language arts. The support includes strategic planning of lessons plans to use strategies that support EL students such as sentence frames, Socratic method of questioning that focuses on appropriate language level, etc. Both teachers were

instrumental in dialoguing the importance and reason for CEDLT testing. The added information assisted to engage students and form the necessary “buy-in” to our goals of re-classification.

- b. **Fast Forward** is a program that has been used for the past 2 years. This program is adaptive to the level and needs of the student. Furthermore, the program collects necessary data in order to understand the language needs of every individual student. This information is used by teachers in order to formulate lesson plans that will best meet the needs of all students.
- c. **Co-Teaching** model. Our students that are ELL are placed in our co-teaching model classrooms. The core subject of math and English have 2 credential teachers in the content area and SPED. The added educator has been instrumental in providing support to ensure academic achievement of all subgroups, including our EL. The other subjects have a paraprofessional that assist in providing the support necessary to ensure academic success.

2. Identify those strategies or activities that were ineffective or minimally effective in the improving student achievement.

- a. Our math enrichment program has been a struggle in the process of providing the necessary support to obtain growth. However, more data is still necessary in order to make this assessment. The lack of support by maintaining a teacher consistent in this teaching area is of concern. **RECOMMENDATIONS:** Human Resource and the administration team are currently developing a plan to maintain high performing teachers for longevity. Part of the investigation includes fair monetary compensation and the collaboration with teaching programs to identify how to best meet the needs of struggling students and fill positions in areas of need, such as math and science.
- b. Other areas still need time in order to fully implement the planned programs and evaluate it’s effectiveness.

Involvement/Governance

1. How was the SSC involved in development of the plan?

- a. Members of SSC were elected to review and understand the programs in place at MSA Bell. The various meetings allowed for collective dialogue from all stakeholders. This is a learning process for all and different methods of collecting and evaluating effectiveness of program are still under investigation.

2. How were advisory committees involved in providing advice to the SSC?

- a. Advisory Committees such as ELAC will host a meeting prior to SSC. This has allowed for more parents to attend and remain for both meetings in order to ensure that their voices are heard across the various committees. There are also members of both committees that attend and are able to relay and understand the needs of various subgroups within the school community.

3. How was the plan monitored during the school year?

- a. Data is collected using various methods such as MAP, Interim Smarter Balance Assessment, etc. are used in order to guide lesson plans and inform parents of progress. Further methods of ensuring the application of the plans and goals from the SSC are currently being investigated.

4. What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- a. As a school, we are in the process of investigating opportunities to educate our members of the SSC to the purpose and function of the committee. This is an ongoing process that is receiving attention from our Home Office.

Outcomes

- 1. Identify any goals in the current SPSA that were met.**
 - a. Highly Qualified Teachers are currently in all teaching assignments at MSA Bell.**
 - b. Utilization of data from programs such as MAP has provided insight on student progress in the areas of math and literacy.**
 - c. Implementation of various programs that support our subgroups such as Fast Forward, BrainPop, Khan Academy, etc.**
 - d. Various PD's have been provided in the support of areas such as Common Core, Classroom Management, BTSA, etc.**
 - e. The development of school culture in the area of social-emotional education has been implemented. Life Skills classes focuses on various skills that provide academic and social support for middle school students. PBIS, this is currently called the Justice League. They provide school wide support in the areas of school-wide expectations and social-emotional support for all students. They currently meet on a weekly basis. Members include teachers from all grades, SPED teacher and Dean of Students.**
- 2. Identify any goals in the current SPSA that were not met, or were only partially met.**
 - a. TES services in the area of math and literacy. Not Fully Implemented.**
 - b. Identification and support of struggling students in the area of math. Not Fully Implemented.**
 - c. PD's in the areas of classroom management and common core training. Not Fully Implemented.**
- 3. Based on the information, what might be some recommendations for future steps to meet this goal?**
 - a. In the 2nd semester, students of most need will be identified in the areas of math and literacy. TES will be contacted and provide support in these areas.**
 - b. PD's in the area of need are in progress. Mid-January, differentiated support will be conducted in areas of classroom management need as identified through observations and feedback.**
 - c. We are in the process of hiring a math enrichment teacher that will provided added support to students of need.**

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement
2015-16

School: Magnolia Science Academy-Santa Ana

District: SBE-Magnolia Science Academy-Santa Ana

County-District School (CDS) Code: 30-76893-0130765

Principal: Laura B. Schlottman

Date of this revision: 1/21/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Laura B. Schlottman

Position: Principal

Telephone Number: (714) 557-7002

Address: 102 Baker St E, Costa Mesa, CA 92626

E-mail Address: lbschlottman@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	4
Form B: Centralized Services for Planned Improvements in Student Performance	25
Form C: Programs Included in This Plan	29
Form D: School Site Council Membership	32
Form E: Recommendations and Assurances	33
Form F: Budget Planning Tool	35
Form G: Single Plan for Student Achievement Annual Evaluation	45

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system

Expected Annual Measurable Outcomes:

§ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.)

§ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

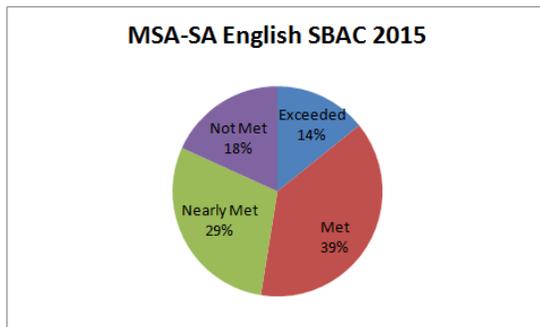
What data did you use to form this goal?

- SBAC ELA/Literacy data from 2015
- Fall 2015 MAP test data
- Spring 2016 MAP test data

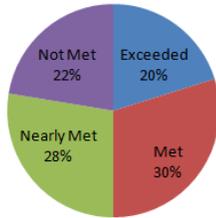
What were the findings from the analysis of this data?

2014-2015 SBAC Data

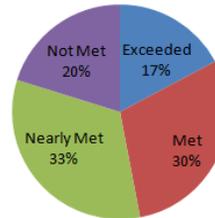
English-



MSA-SA Reading Fall 2015



MSA-SA Reading Winter 2015



How will the school evaluate the progress of this goal?

Although we did not meet our goal based on Fall- Winter Map data results for Reading, the percentage of students who did not meet the standard decreased by 2%, which means 2% of our students moved up a proficiency level. In order to meet our proficiency goal growth at the end of the school year, we are adjusting our interventions for the second semester in order to see greater proficiency growth on the SBAC test. We are adding an enrichment English class to provide an intervention for each of our students who are not proficient, and implementing an online adaptive reading program, Achieve 3000, which differentiation ranges from 7 to 12 lexiles. This program is going to be used in two middle school English enrichment classes, for our 6th grade SSR class, and for some Sped Students that might benefit from it, who will be selected by our Sped Specialist. During SSR we are currently

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

<p>using Accelerated Reader, which is a program where students take a test on the reading book they read during their SSR. Piloting Achieve 3000 will allow us to compare results with our current Accelerated Readers program in place to evaluate which program will target our students needs better .</p> <p>We monitor progress for Map Testing three times a year during Fall, Winter, and Spring. This year we will have the SBAC comparison data in which we will be able to measure growth for middle school students from last year to this year. We also monitor English grade during each progress report to provide additional support to our English learners as need it.</p> <p>Achieve 3000 will be providing us with daily and weekly progress reports for each student in an enrichment class, as well as the SSR class that will be using Achieve 3000 to evaluate results at the end of the year.</p> <p>The implementation of Achieve 3000 in our enrichment class is designed to provide accelerated proficiency growth since it will be providing additional adaptive support to each of our non-proficient middle school students.</p>	
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STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.

<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p><i>Task 2:</i></p>		<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Total: \$13,500</p> <p>10% of the salary of our ELA teachers (1 high school, 1 middle school)=\$9,000</p>
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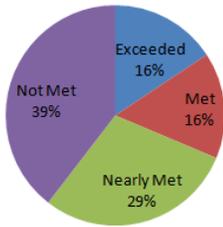
<p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p><i>Task 1:</i></p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p><i>Task 2:</i></p> <p>Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p><i>Task 2:</i></p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p><i>Task 2:</i></p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p>		<p>\$500 Title I for MAP test</p> <p>\$500 Renaissance (AR) Program</p> <p>\$500 Title I for Home Visit Program</p> <p>Achieve 3000: \$2,500</p> <p>Saturday School: \$300</p> <p>professional Development: \$200 (title II funds)</p>
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<p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p><i>Task 2:</i></p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>		
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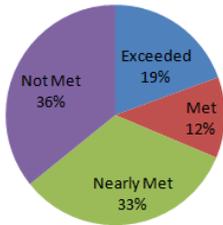
<p>PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.</p> <p>Identified Need:</p> <p>To increase the percentage of students who score proficient or above in math on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <p>§ All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)</p> <p>§ For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.</p>	
<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p> <p style="text-align: center;">SBAC DATA</p>

- SBAC math data from 2015
- Fall 2015 and Winter 2015 comparison MAP test data.

MSA-SA MAP Math Fall 2015

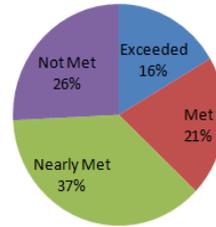


MSA-SA MAP Math Winter 2015



Mathematics-

MSA-SA MATH SBAC 2015



How will the school evaluate the progress of this goal?

We evaluate

Our school wide results in math revealed that the advanced students percentage increased by 4%, our below basic students decreased by 4%, however our overall at and above proficient percentage remain the same. Since our goal is to decrease the proficiency gaps at accelerated rates, we are implementing additional targeted interventions during our second semester. For middle school students we started a morning class using an online adaptive math program ALEKS which is designed to fill in the students' learning gaps. Also, we will be adding another enrichment class to provide additional support

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

<p>to each of our non-proficient students during our second semester. In order to support our high school students, all high school students are using Aleks, which is an adaptive online program, everyday during their 30 minutes advisory class.</p> <p>We monitor progress for Map Testing three times a year during Fall, Winter, and Spring. This year we will have the SBAC comparison data in which we will be able to measure growth for middle school students from last year to this year. We also monitor English grade during each progress report to provide additional support to our English learners as need it.</p>	
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STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.

Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	
<p><i>Task 1:</i></p>		<p>Total: \$13,109</p>
<p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	<p>\$500 Title I for MAP test</p>
<p><i>Task 2:</i></p>		
<p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	<p>\$9,109 for 2 Math teachers for 10%</p> <p>K12 Revolution: \$ 2,500</p>
<p>Action Step 2:</p>		
<p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p>	<p>\$500 Title I- Home Visit Program.</p> <p>Saturday School: \$500</p>
<p><i>Task 1:</i></p>		
<p>Charter School will use the MAP test and teacher</p>		<p>professional Development: \$265 (title II funds)</p>

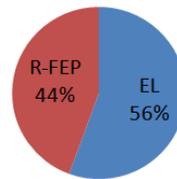
<p>feedback to identify and place students in math intervention groups and classes. (by September 14, 2015)</p> <p><i>Task 2:</i></p> <p>Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will select math intervention materials and resources. (by September 30, 2015)</p> <p><i>Task 2:</i></p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p><i>Task 3:</i></p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p><i>Task 1:</i></p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p>	
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<p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p><i>Task 2:</i></p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Teachers, MathDept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
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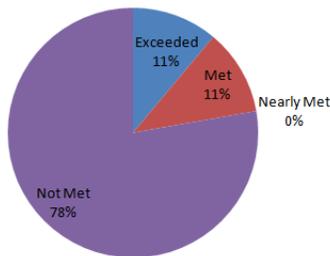
<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need:</p> <p>To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <p>§ ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)</p> <p>§ The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.</p> <p>§ The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.</p> <p>§ The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.</p> <p>§ The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.</p>	
<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p>

- SBAC ELA/Literacy and math data from 2015
- Spring 2015 MAP test data
- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates
- Teacher recommendation/ELA Grades

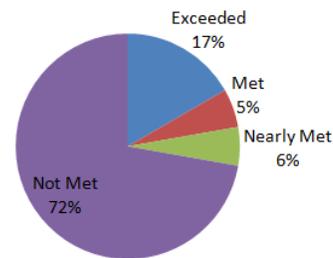
**MSA-SA EL Reclassification Rates
2015-2016**



EL MAP Math Fall 2015



EL MAP Math Winter 2015



How will the school evaluate the progress of this goal?

We monitor progress for Map Testing three times a year during Fall, Winter, and Spring. This year we will have the SBAC comparison data in which we will be able to measure growth for middle school students from last year to this year. We also monitor English grade during each progress report to provide additional support to our English learners as need it.

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Step 1:

Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)

Person(s) Responsible

Teachers, leadership team

ELD Curriculum: \$1,358 (title III funds for ELD)

Charter School is a member of the Magnolia Science Academy consortium for Title III LEP

<p><i>Task 1:</i></p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2015)</p> <p><i>Task 2:</i></p> <p>ELD time will be built into in the master schedule.</p> <p><i>Task 3:</i></p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p><i>Task 4:</i></p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p><i>Task 1:</i></p> <p>Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p><i>Task 2:</i></p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8</p>	<p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p>	<p>funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>
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<p>weeks. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year)</p> <p><i>Task 4:</i></p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p><i>Task 5:</i></p> <p>The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p><i>Task 6:</i></p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL:</p> <p>Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need:</p> <p>To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <p>§ Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs.</p>	
<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p> <p>Immigrant students: 3 on Calpads and two new students enrolled in the last week.</p>

<ul style="list-style-type: none"> ● Fall 2015 MAP test data ● CELDT results ● EL re-classification rates ● CoolSIS information on student enrollment, grades, and behavior 	<p>We currently have five Turkish immigrant students of the 5, all are in the beginning stages of English Language development. In order to support their English skills, our ELD coordinator works with them in their ELD class. Also our ELD coordinator supports all teachers to ensure that they are providing the proper accommodations to our English Learners. We have purchased Rosetta Stone to provide an additional support, and to accelerate their English acquisition during their ELD class on second semester we are using Footsteps to Brilliance which is a program designed for 2nd grade students which has a lot of visuals.</p> <p>Furthermore we use CoolSIS which is the program that we use to keep out parents informed of their children academics and positive and negative behavior incidents. Our PTF parents are very supportive of our school activities, and we even have annual events where most of our parents and our students participate such as a potluck, skate night, open house, McTeacher night,</p> <p>Our counselor provides a variety of services to our high school students including college application and financial aid process, university field trips along many other services.</p> <p>Title III Funds for Immigrant students: \$528 -Counseling services</p>	
<p>How will the school evaluate the progress of this goal? We monitor progress for Map Testing three times a year during Fall, Winter, and Spring. This year we will have the SBAC comparison data in which we will be able to measure growth for middle school students from last year to this year. We also monitor English grade during each progress report to provide additional support to our English learners as need it.</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs</p>	<p>Person(s) Responsible Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p><i>Task 2:</i></p> <p>Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>	<p>Office, Dean of Student, RTI coordinator, EL coordinator, leadership team</p> <p>Dean of Students, leadership team</p> <p>MPS Home Office</p> <p>Dean of Students, RTI coordinator, EL coordinator, leadership team</p>	<p>\$528 Title III-Immigrant for immigrant student counseling (Estimated 10 hours at \$25 per hour) for 2 students.</p> <p>-Rosetta Stone: \$0 (donation) -TA (Turkish Speaker)</p>
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<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL:</p> <p>For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need:</p> <p>To ensure teachers are appropriately assigned and fully credentialed</p>

Expected Annual Measurable Outcomes:

§ 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.

§ 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ● Initial and annual verification of teacher credentials ● Compliance documentation for Charter School Oversight Visit ● Teacher PD needs assessments ● Teacher PD attendance, including participation in BTSA and EL Authorization programs ● Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>Educator Effectiveness Grant and Title II funds:</p> <p>Total: \$17,452</p> <p>100 % of students are credential in the subject that they teach-HQT.</p> <p>Teacher PDs: \$17,452</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>We perform at least two formal observations twice a year, as well as informal observation throughout the year. Teacher who need support are given feedback along with an action plan, which identify the areas of need.</p> <p>All teachers including those who need support are highly encouraged to participate on PD outside school.</p> <p>Our school has a program where we allocate funding to reimburse teachers for their BTSA, which is, approve on our budget for the school year.</p> <p>All of our teachers have a teacher credential and are highly qualified.</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1:</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will schedule PD in abovementioned areas. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year)</p> <p><i>Task 2:</i></p>	<p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>
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<p>Charter School will schedule PD in areas of need. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School will evaluate its teachers for their performance. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>	<p>Dean of Academics, EL coordinator, Principal, leadership team</p>	
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<p>PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LEA GOAL:</p> <p>Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.</p> <p>Identified Need:</p> <p>To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> § Charter School will maintain an ADA rate of at least 95%. § Charter School will maintain a chronic absenteeism rate of no more than 1%. § Charter School will maintain a dropout rate of no more than 1%. § Charter School will maintain a student suspension rate of no more than 5%.

<p>§ Charter School will maintain a student expulsion rate of no more than 1%.</p> <p>§ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.</p> <p>§ Charter School will hold a minimum of 5 parent activities/events per year.</p> <p>§ At least 25% of Charter School’s students will be home-visited by the teachers.</p>		
<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p> <p>One of the unique characteristic of our school is our close relationship with our parents and our students since our school population is only 151 students we have the luxury of doing home visits to create a family connection with our students.</p> <p>Also, all our teacher have an after school club in which students participate in extracurricular activities such as chess, vex robotics, lego robotics, ASB, art, game design, and many other.</p> <p>We have very few discipline incidents, but even then we have implementing Edge Coaching in which four of our staff members coach 10 students to set up goals personal or academic goals.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1:</p> <p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring.</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Title I-</p> <p>Parent Involvement: \$500</p> <p>Home visits</p>

<p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School teachers will schedule and make home-visits. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	
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<p>PERFORMANCE GOAL 5: All students will graduate from high school.</p> <p>LEA GOAL:</p> <p>Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.</p> <p>Identified Need:</p> <p>To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready</p> <p>Expected Annual Measurable Outcomes:</p> <p>§ Charter School will maintain a dropout rate of no more than 1%.</p> <p>§ Charter School will maintain a four-year cohort graduation rate of at least 75%.</p> <p>§ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.</p> <p>§ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.</p>	
<p>What data did you use to form this goal?</p> <p>§ Enrollment records</p> <p>§ Graduation records</p> <p>§ CDE records/CALPADS reports</p> <p>§ 4-year plans</p>	<p>What were the findings from the analysis of this data?</p> <p>-Graduation Rate: %100</p> <p>-College Counselor, 4 year planning meetings.</p> <p>-Workshops for students and parents</p> <p>-College Field Trips</p>

<p>§ Class schedules and rosters</p> <p>§ College Board reports</p>		
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
<p>Action Step 1:</p> <p>Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>1 math teacher for 10% (ACT/SAT prep)-Title I</p>

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

<p>Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Instructional Support</p> <p>MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> § Instructional strategies in Common Core State Standards implementation § Literacy development across the curriculum § Instructional strategies in mathematics § Language acquisition for English learners § Content area strategies § Development of advanced instructional programming § Intensive intervention § Integration of state instructional resources, including digital libraries § STEM activities § Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source.</p> <p>State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> § SBAC ELA/Literacy and math data disaggregated by grade and subgroups § MAP test ELA and math data disaggregated by grade and subgroups § CELDT results disaggregated by grade, years in US, AMAO targets, etc. § API/AYP data disaggregated by grade and subgroups § Graduation data § ADA reports § Graduation data § Any other data as needed 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source.</p> <p>State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$1000 (MAP)</p>	<p>Title I</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ● Providing professional development opportunities in 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source.</p> <p>State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$500</p>	<p>Title I</p>

<p>parent education programs</p> <ul style="list-style-type: none"> ● Serving as a link to parent and community resources ● Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ● Coordinating parent education and community outreach meetings ● Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ● Providing staff and family access to trainings in effective school, family, and community partnerships ● Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ● Developing and monitoring the school budget and preparing financial reports ● Monitoring the implementation of state and federally funded programs ● Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ● Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Form C: Programs Included in this Plan

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various	\$	<input type="checkbox"/>

specified measures to improve academic instruction and pupil academic achievement			
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$26,644	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$465	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$528	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$528	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part B: English Language Learners	\$1,358	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Educator Effectiveness Grant (list and describe)	\$17,452	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$46,447	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[4] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Laura B. Schlottman	X				
Cobi Luciani (ELA)		X			
Brian Beeler (Social Studies)		X			
Josh Kang (Math)		X			
Darya Oral (SPED)			X		
Edith Carrillo (Dean of Students)			X		
Carolina Herrera (SSC Chair)				X	
Maria Gonzales (Parent)				X	
Jeremy Carrera					X
Magdalen Ramirez					X
Yasemin Turkkan					X
Numbers of members in each category	1	3	2	2	3

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee _____ Signature

English Learner Advisory Committee _____ Signature

Special Education Advisory Committee _____ Signature

Gifted and Talented Education Advisory Committee _____ Signature

District/School Liaison Team for schools in Program Improvement _____ Signature

Compensatory Education Advisory Committee _____ Signature

Departmental Advisory Committee (secondary) _____ Signature

Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: **1/20/2016**.

Attested:

Laura B. Schlottman
Typed name of School Principal

Signature of School Principal 1/20/2016
Date

Carolina Herrera
Typed name of SSC Chairperson

Signature of SSC Chairperson 1/20/2016
Date

Form F: Budget Planning Tool

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$26,644	Title I, Part A	\$26,644	\$0.00
\$465	Title II	\$465	\$0.00
\$1,358	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$528	Title III, Immigrant	\$528	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$21,412
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	\$100.00

Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 ELA teachers for 10% 1 Title-I intervention teacher for 50%	Certificated Personnel Salaries	1000-1999	\$9,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$500.00	
Action Step 2: 1 ELA instructional assistant	Classified Personnel Salaries	2000-2999		
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800		
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$2,500	
Action Step 3: Novels	Books and Supplies	4000-4999		
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$500.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999		
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating	5800		\$200

	Expenditures			
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Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,644.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 math teachers for 10% 1 Title-I intervention	Certificated Personnel Salaries	1000-1999	\$9,109	

teacher for 50%				
Action Step 2: MAP test	Books and Supplies	4000- 4999	\$500	
Action Step 2: SES for math intervention	Prof. Services and Operating Expenditures	5800		
Action Step 3: Math intervention program	Books and Supplies	4000- 4999	\$2,500	
Action Step 3: Math manipulatives	Books and Supplies	4000- 4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800		\$265

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,644.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		

Other Outgo	7000-7439		
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Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELD instructional assistant	Classified Personnel Salaries	2000-2999		
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999	\$1,358	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999		
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999		
Action Step 1: Oxford dictionaries for EL classes	Books and Supplies	4000-4999		
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		

Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999	\$21,644	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$528
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-
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			Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800		\$465 + \$17,452 (Educator Effectiveness Grant)

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
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Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$17,917	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$500	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800		
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$1,000	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 math teacher for 10% (CAHSEE prep)	Certificated Personnel Salaries	1000- 1999	\$3,000.00	
Action Step 4: 1 ELA teacher for 10% (ACT/SAT prep) 1 math teacher for	Certificated Personnel Salaries	1000- 1999		

10% (ACT/SAT prep)				
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Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**

- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the **strategies or activities on student achievement?**

· Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

§ Lack of timely implementation

§ Limited or ineffective professional development to support implementation

§ Lack of effective follow-up or coaching to support implementation

§ Not implemented with fidelity

§ Not appropriately matched to student needs/student population

§ Other _____

o Based on the analysis of this practice, would you recommend:

§ Eliminating it from next year's plan

§ Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?

- How were advisory committees involved in providing advice to the SSC?

- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.

· Identify any goals in the current SPSA that were not met, or were only partially met.

o List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

· Based on this information, what might be some recommendations for future steps to meet this goal?



[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

[2] List the date an action will be taken, or will begin, and the date it will be completed.

[3] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

[4] *EC* Section 52852

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-2

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 0115212

Principal: Steven Keskinturk

Date of this revision: 9/4/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Steven Keskinturk

Position: Principal

Telephone Number: (818) 758-0300

Address: 17125 Victory Blvd., Van Nuys CA 91406

E-mail Address: skeskinturk@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10
Form F: Budget Planning Tool	11
Form G: Single Plan for Student Achievement Annual Evaluation	17

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC ELA/Literacy data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

What were the findings from the analysis of this data?

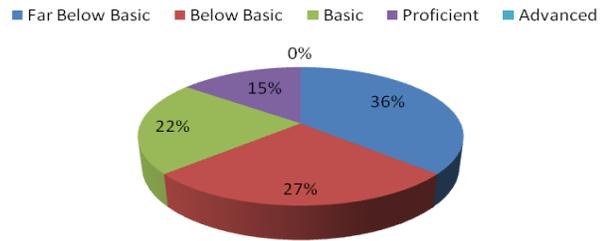
The MAP exams assess students in two areas- mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

READING		
Fall 2014		
Far Below Basic	113	29%
Below Basic	103	27%
Basic	166	17%
Proficient	77	20%
Advanced	26	7%
Spring 2015		
Far Below Basic	77	20%
Below Basic	103	27%
Basic	82	22%
Proficient	78	20%
Advanced	41	11%

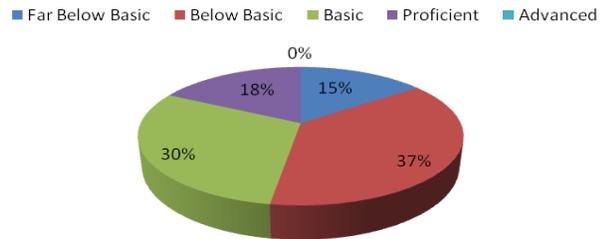
The data establishes that students have shown incremental growth in Reading at all grade levels.

Special Education Students

MSA-2 SPED Reading MAP Fall 2014



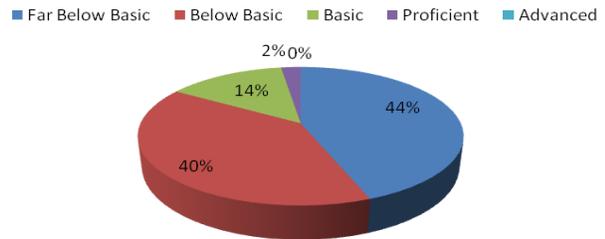
MSA-2 SPED Reading MAP Spring 2015



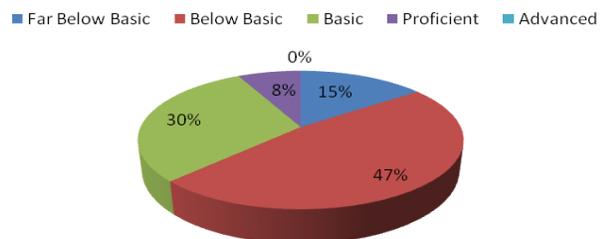
We saw that more than half of students who scored far below basic was able to show improvement.

English Language Learners

MSA-2 ELL Reading MAP Fall 2014

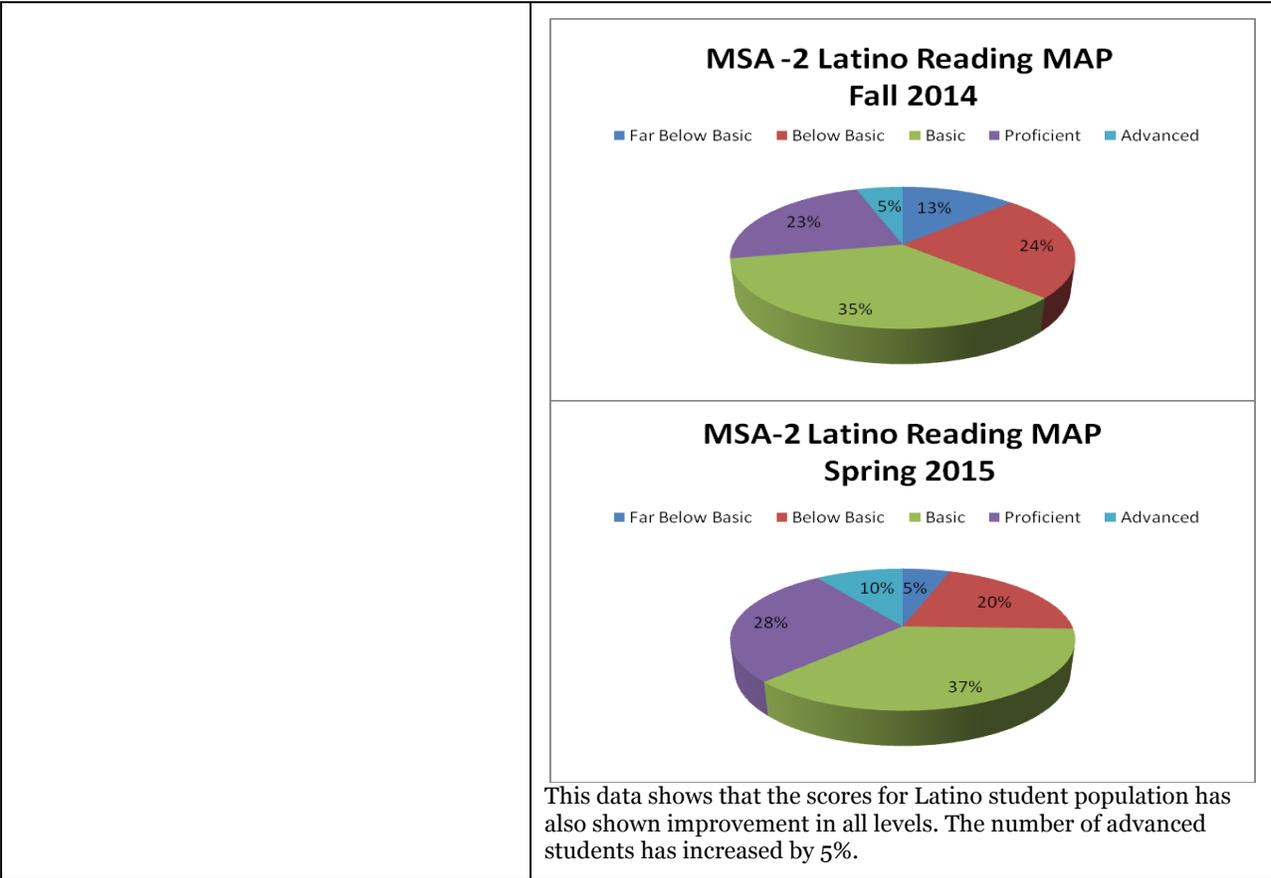


MSA-2 ELL Reading MAP Spring 2015



In reviewing the scores of our English Language Learners, we see that far below basic scores has decreased tremendously and the proficient scores has increased.

Latino Students



<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year) Task 1:</p>	<p>Person(s) Responsible Teachers, leadership team Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in</p>	<p>Teachers, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, Title I RTI Team, leadership team Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, Title I RTI Team, leadership team</p>	<p>\$3,000 Gen Fund for MAP test</p> <p>\$56,205.00 Title I ELA</p> <p>\$2,000 Title I for PD in ELA support and interventions</p>
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<p>ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>		
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

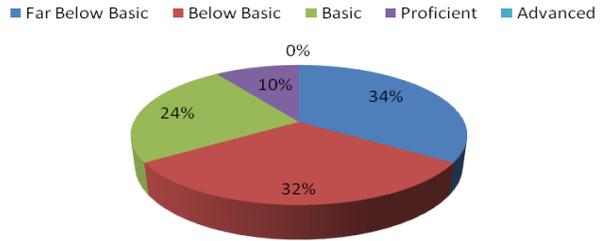
What were the findings from the analysis of this data?

The data establishes that students have shown incremental growth in Mathematics at all grade levels. Several students have been able to increase their proficiency levels.

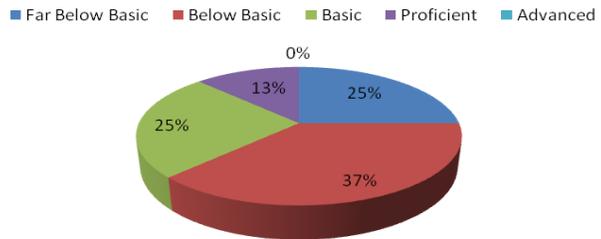
MATHEMATICS		
Fall 2014		
Far Below Basic	105	27%
Below Basic	96	25%
Basic	84	22%
Proficient	58	15%
Advanced	44	11%
Spring 2015		
Far Below Basic	73	19%
Below Basic	92	24%
Basic	103	27%
Proficient	63	17%
Advanced	50	13%

Special Education Students

MSA-2 SPED Math MAP Fall 2014



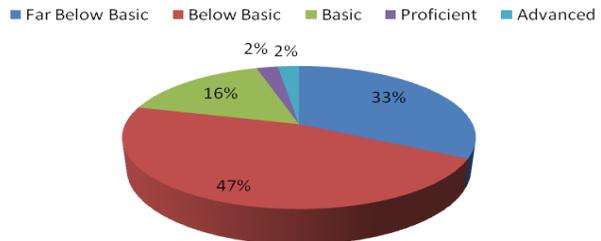
MSA-2 SPED Math MAP Spring 2015



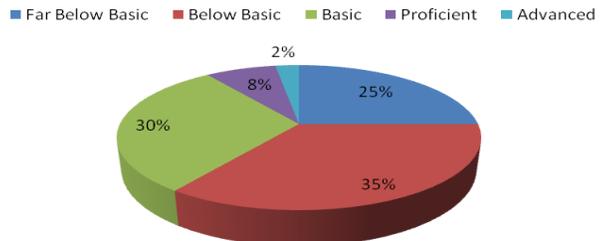
In mathematics we saw that far below basic student percentage has decreased by 9%, and number of proficient students has increased.

English Language Learners

MSA-2 ELL Math MAP Fall 2014

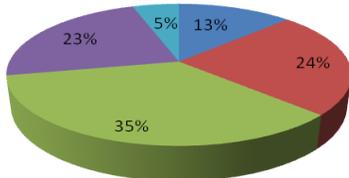
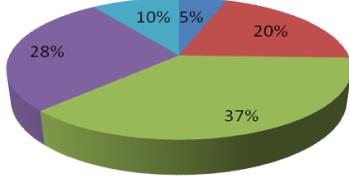


MSA-2 ELL Math MAP Spring 2015



In reviewing the scores of our English Language Learners, we see that proficient and basic scores has increased while far below basic and below basic scores has decreased.

Latino Students

	<p style="text-align: center;">MSA-2 Latino Math MAP Fall 2014</p> <p style="text-align: center;">■ Far Below Basic ■ Below Basic ■ Basic ■ Proficient ■ Advanced</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Far Below Basic</td> <td>13%</td> </tr> <tr> <td>Below Basic</td> <td>24%</td> </tr> <tr> <td>Basic</td> <td>35%</td> </tr> <tr> <td>Proficient</td> <td>23%</td> </tr> <tr> <td>Advanced</td> <td>5%</td> </tr> </tbody> </table> <hr/> <p style="text-align: center;">MSA-2 Latino Math MAP Spring 2015</p> <p style="text-align: center;">■ Far Below Basic ■ Below Basic ■ Basic ■ Proficient ■ Advanced</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Far Below Basic</td> <td>5%</td> </tr> <tr> <td>Below Basic</td> <td>20%</td> </tr> <tr> <td>Basic</td> <td>37%</td> </tr> <tr> <td>Proficient</td> <td>28%</td> </tr> <tr> <td>Advanced</td> <td>10%</td> </tr> </tbody> </table> <p>Similar to the reading scores, Latino students were able to show improvement in all areas, including advanced category.</p>	Category	Percentage	Far Below Basic	13%	Below Basic	24%	Basic	35%	Proficient	23%	Advanced	5%	Category	Percentage	Far Below Basic	5%	Below Basic	20%	Basic	37%	Proficient	28%	Advanced	10%
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<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year) Task 1: Teachers will develop CCSS aligned math lessons</p>	<p>Person(s) Responsible Teachers, leadership team Teachers, leadership team Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2015)</p> <p>Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1: Charter School will select math intervention materials and resources. (by September 30, 2015)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark</p>	<p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Math Dept. Chair, Dean of Academics, Title I RTI Team, leadership team Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Math Dept., Dean of Academics, Title I RTI Team, leadership team</p>	<p>\$3,000 General fund for MAP test</p> <p>\$50,000 Title I Intervention Teacher</p> <p>\$25,000, Title I for SES for math intervention</p> <p>\$2,000 Title I for PD in math support and interventions</p>
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<p>assessments and MAP tests. (2015-16 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>		
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PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English

Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.

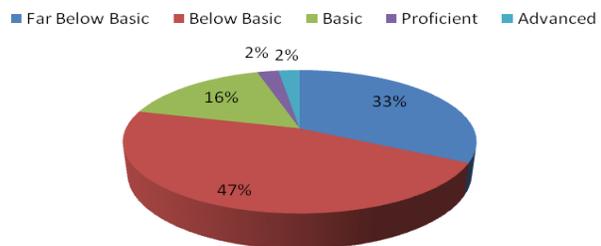
What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data
- CELDT results
- EL re-classification rates

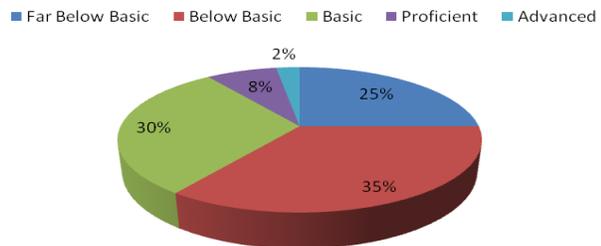
What were the findings from the analysis of this data?

English Language Learners

**MSA-2 ELL Math MAP
Fall 2014**



**MSA-2 ELL Math MAP
Spring 2015**



In reviewing the scores of our English Language Learners, we see that Proficient scores increased in and several students were able to raise their levels from Below Basic to Basic.

We currently have a 36% reclassification rate. Per our AMAO goals, we will attempt to increase overall reclassification rates by at least 5% with each student increasing their individual scores by 1 level.

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Step 1:

Charter School will identify and group ELs by

Person(s) Responsible

Teachers, leadership team

Cost and Funding Source (Itemize for Each Source)

<p>proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2015)</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (<i>ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.</i>) (2015-16 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year)</p> <p>Task 4:</p>	<p>Office, , leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, , leadership team</p> <p>ELA/ELD teachers, , Dean of Academics, Title I RTI Team</p> <p>ELA/ELD teachers, , Dean of Academics, Title I RTI Team</p> <p>Teachers, , Dean of Academics, leadership team</p> <p>Teachers, , Dean of Academics</p> <p>Teachers, , Dean of Academics, leadership team</p> <p>Teachers, , Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, , Title I RTI Team, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>\$200 for novels for EL classes \$285 for BrainPOP ESL \$100 for dictionaries for EL classes</p> <p>ELA/ELD Development Framework Common Core ELA/Literacy standards and ELs SDAIE strategies Cooperative Learning and Student Engagement strategies training focused on ELs Long Term English Learners training Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p> <p>Charter School is part of the Title III Consortium under the leadership of Magnolia #1 which serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Charter School will follow the guidelines of this program.</p>
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<p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>		
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need: To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Fall 2015 MAP test data CELDT results EL re-classification rates CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>We currently have 2 immigrant students of Hispanic origin. All are in the beginning stages of English Language development. In order to support their English skills, our Title 1 coordinator works with them individually, both, in a pull-out and push in model. We have purchased Rosetta Stone to better support them and give them the assistance of a peer translator, materials in their home language, and an English/Spanish dictionary.</p> <p>We also provide CoolSIS training to our parents so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.</p> <p>We also received support from outside organizations which support our AB540 students through the college application and financial aid process. We meet with students and parents regularly to address their specific needs.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year)</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2015-16 school year)</p> <p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office, Dean of Culture, , leadership team</p> <p>Dean of Culture, leadership team</p> <p>MPS Home Office</p> <p>Dean of Culture, Title I RTI Team, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$1,131 Title III-Immigrant for immigrant student counseling</p>

<p>students. (2015-16 school year)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>		
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PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

LEA GOAL:

For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes:

- 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.
- 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

What data did you use to form this goal?

- Initial and annual verification of teacher credentials
- Compliance documentation for Charter School Oversight Visit
- Teacher PD needs assessments
- Teacher PD attendance, including participation in BTSA and EL Authorization programs
- Teacher performance evaluations

What were the findings from the analysis of this data?

Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. California State University, Northridge has been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.

Additionally, MSA-2 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC’s to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level. While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD’s to include support for technology in the classroom.

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.

Action Step 1:

Charter School will conduct credential review and support teachers’ credentialing needs. (2015-16 school year)

Task 1:

Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)

Task 2:

Charter School will identify teacher credentialing needs and support teachers’ credentialing needs. (2015-16 school year)

Task 3:

Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)

Action Step 2:

Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD

Person(s) Responsible

Teachers, leadership team

Principal, MPS Home Office

Principal, MPS Home Office

Principal

Dean of Academics, ,
Principal, leadership team

Dean of Academics, ,
Principal, leadership team

Cost and Funding Source (Itemize for Each Source)

We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in your LCAP.

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

Our core values are to teach students to contribute to the global community as socially responsible citizens. To promote this culture, our Life Skills and SSR teachers regularly discuss social issue topics like Anti-Bullying, personal responsibility, and respect. To promote these teachings, our assemblies take on a focal issue such as bullying and self-esteem and we teach our students how to cope and respond to these issues.

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative fifteen behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and award ceremonies.

The Dean of Students and reflection committee employs alternatives to suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.

Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both academically and behaviorally

Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

monitoring and evaluation		
STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2015-16 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2015-16 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year)</p> <p>Task 2: Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, and college application, using SIS to check student progress, study habits, and family literacy. (2015-16 school year)</p> <p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2015-16 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$500 Title I for parent workshops (mailing expenses: \$100, presenter compensation: \$400)</p> <p>\$10,000 Title I for home-visit stipends</p>

<p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>		
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PERFORMANCE GOAL 5: All students will graduate from high school.

LEA GOAL:

Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

Identified Need:

To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready

Expected Annual Measurable Outcomes:

- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a four-year cohort graduation rate of at least 75%.
- At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.
- At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports ▪ 4-year plans ▪ Class schedules and rosters ▪ College Board reports 	<p>What were the findings from the analysis of this data?</p> <p>MSA-2 currently has a 100% graduation rate. The AP pass rate shows that we can do additional work to support our students.</p> <p>AP Pass Rate:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>School Totals</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Percentage</td> <td>2%</td> <td>6%</td> <td>24%</td> <td>26%</td> <td>42%</td> </tr> </table>		School Totals	5	4	3	2	1	Percentage	2%	6%	24%	26%	42%
School Totals	5	4	3	2	1									
Percentage	2%	6%	24%	26%	42%									
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>													
<p>STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>														
<p>Action Step 1: Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)</p> <p>Action Step 2: Charter School will offer credit recovery and provide support to ensure timely high school graduation. (2015-16 school year)</p> <p>Action Step 3: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)</p> <p>Action Step 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>YPI is offering APEX for credit recovery</p> <p>\$20,000.00 general fund</p>												

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored</p>	<p>July 13,</p>	<p>Services and operating expenses, professional</p>	<p>No Cost to MSA-2.</p>	<p>Title III-LEP</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

<p>by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Magnolia Science Academy-1 (MSA-1) will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator of MSA-1 sponsored by the lead will closely work with the consortium schools such as charter school.</p>	<p>Monies go to MSA-1 as consortium leader.</p>	
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$128,406.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steven Keskindurk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicholas M. Capretta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Compagno	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timothy Minnig	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith Bosede	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gloria Medina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Krickett Jones Halpern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Numbers of members in each category	1	1	2	2	1

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:10/29/2015.

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$128,406.00	Title I, Part A	\$150,000.00	\$0.00
	Title II		\$0.00
\$0.00	Title III, LEP		.
\$1,131.00	Title III, Immigrant	\$528	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$112,000.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$3,000.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$13,306.00
Communications	5900	\$100.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I English teacher %100	Certificated Personnel Salaries	1000-1999	\$56,205.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$3,000.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800		
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$5,000.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$300.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$3,300.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999		
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$56,205.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I intervention teacher for 100%	Certificated Personnel Salaries	1000-1999	\$56,112.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$3,000.00	
Action Step 2: SES for math intervention	Prof. Services and Operating Expenditures	5800	\$25,000.00	
Action Step 3: Math intervention program	Books and Supplies	4000-4999		
Action Step 3: Math manipulatives	Books and Supplies	4000-4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$56,112.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$25,400.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Title 1 English Teacher	Classified Personnel Salaries	2000-2999	\$56,182.00	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999		
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999	\$200.00	
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999	\$285.00	
Action Step 1: Dictionaries for EL classes	Books and Supplies	4000-4999	\$100.00	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$2,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$1,131.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800	\$4,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$4,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$100.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$400.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$10,400.00	
Communications	5900	\$100.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title I ELA teacher for 10% 1 Title I Intervention teacher for 10%	Certificated Personnel Salaries	1000-1999	\$10,000.00	
Action Step 4: 1 Title I ELA teacher for 10% (ACT/SAT prep) 1 Title I Intervention teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$20,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**

- Identify the major expenditures supporting these priorities.



modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?

- How were advisory committees involved in providing advice to the SSC?

- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?





MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II B
Date:	February 11, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Director of Student Services
RE:	Search and Seizure Policy for MSA 1-8, SA, SD and SC

Proposed Board Recommendation

I move that the board approve the Magnolia Search and Seizure Policy for Magnolia Science Academy 1-8, Santa Ana, San Diego and Santa Clara.

Background

School safety is always a priority for our schools. This policy will allow us to invite police dogs onto our campuses to search areas, not students for paraphernalia that is not aligned with our parent /student handbook. Students and parents will be informed of the policy so they are aware that this may occur at their child's school. Parents at some of our campuses have been requesting canine searches so they will be pleased with the policy.

Budget Implications

There are no budget implications.

Attachments

Search and Seizure Policy for Magnolia Science Academy 1-8, Santa Ana, San Diego and Santa Clara

Name of Staff Originator

Kelly Hourigan, Director of Student Services



SEARCH & SEIZURE BOARD POLICY

STATEMENT OF FINDINGS

Magnolia Public Schools (“Magnolia”) recognize and have determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Magnolia rules and regulations, jeopardizes the health, safety and welfare of students and Magnolia employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Magnolia adopts this policy outlining the search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unauthorized or contraband materials in the search.

NOTICE

Written notice of this policy shall be provided to students and their parents and/or guardians at the commencement of each school year and upon enrollment during the school year. A summary of this policy shall also be placed in the Student Handbook and other materials, as appropriate, to be disseminated by Magnolia to students, parents and/or guardians and Magnolia employees. Including a summary in a handbook or other materials shall satisfy the annual notice requirement set forth in this paragraph. In addition, Magnolia shall place signs and/or other posted notifications on campus regarding this policy, as appropriate.

STUDENT SEARCHES

A student’s person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable suspicion that the student has violated or is violating either the law or Magnolia rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Articulable facts must support a school official’s reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.



Any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction.

In no case shall a strip search be conducted by school officials, including asking a student to remove or arrange some or all of their underclothing, and/or inspecting of parts of the student's underclothing or body.

STUDENT USE AREAS

Student use areas, including, but not limited to, instructional and recreational space, are school property and remain at all times under the control of Magnolia. However, students shall assume full responsibility for the security and condition of these areas. Periodic general inspections of instructional space and other areas of the school may be conducted by school officials for any reason at any time without notice.

METAL DETECTION DEVICES

The Board believes that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

Metal detectors, such as metal detection wands or other metal detection devices, may be used to search a student's person and/or personal effects whenever a school official has reasonable suspicion to believe that the student is in possession of a weapon or in the context of a random search to maintain and protect the safety, security, and peace of students, Magnolia employees, and the Magnolia.

The following procedures shall be followed when using metal detectors to conduct random searches of students:

1. Searches involving metal detectors shall be minimally intrusive and involve the use of neutral criteria for selection.
2. Before walk-through, students shall be asked to empty their pockets of metallic objects.
3. If an initial activation occurs, students shall be asked to remove other



metallic objects they may be wearing (e.g., belt and jewelry) and to walk through a second time.

4. If a second activation occurs, a hand-held metal detector shall be used.
5. If the activation is not eliminated or explained, staff shall escort the student to a private area.
6. In the private area, an expanded search shall be conducted by a staff member of the same gender as the student, in the presence of another district employee.
7. The search shall be limited to the detection of weapons.

CANINE SEARCHES

School officials, including campus security or school police/resource officers, may use trained detection dogs in inspections for illegal, unauthorized or contraband materials in school facilities and around school grounds. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff lockers, student use areas, and other inanimate objects throughout school property. Such inspections are not considered searches and do not require reasonable suspicion.

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate object and closed containers and objects within, without securing the consent of the student.

LOCKERS

Student lockers, including P.E. lockers, are school property and remain at all times under the control of Magnolia. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement though the use of trained dogs.



SEIZURE OF ILLEGAL, UNAUTHORIZED, OR CONTRABAND MATERIALS

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

DISCIPLINE

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by school officials, trained detection dogs or metal detectors, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Magnolia's discipline policies and procedures. Magnolia shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.





MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II C
Date:	February 11, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Director of Student Services
RE:	School Safety Plans for MSA 1-8, SA, SD and SC

Proposed Board Recommendation

I move that the board approve the revised 2016-2017 School Safety Plans which are aligned with Education codes 32280-32289.

Background

The School Safety Plans must be updated and revised annually, in addition to be adopted by the board annually by March 1st for the following school year. The adopted plan is included in the schools SARC. The required sections include:

- Assessments of school safety
- Discipline Policies and Practices
- Funding
- Professional Development Activities
- Counseling and wellness services
- Collaborative Relationships
- Safe Schools Programs and Strategies
- Campus Security

Budget Implications

There are no budget implications.

Attachments

School Safety Plans for Magnolia Science Academy 1-8, Santa Ana, San Diego and Santa Clara

Name of Staff Originator

Kelly Hourigan, Director of Student Services

Comprehensive School Safety Plan

Magnolia Science Academy 1
LAUSD

Mustafa Sahin, Principal
18238 Sherman Way, Reseda 91335
818-609-0507
msahin@magnoliapublicschools.org

A meeting for public input was held on February 3, 2016 at
Magnolia Science Academy 1

Reviewed by Law Enforcement on February 2, 2016

Plan Adopted by School Site Council February 2, 2016

Plan approved by Magnolia Public Schools Board February 11,
2016

Committee members

Mustafa Sahin, Principal
Salvador Gonzalez, Designee
Monte Rompal and Lori Morley, Teacher representative
Miriam Quezada, Parent of attending student
Elizabeth Gutierrez, Classified employee
Rafael Ramirez, LAPD, Captain
Alejandro Quezada, Student

This document is available for public inspection on our school's
website at msa1.magnoliapublicschools.org

School Site Mission

Mission

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

Vision

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

Core Values

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

Scholarship

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

Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

Table of Contents

1.	Assessment of the Current Status of School Crime	Page 4
2.	Programs and Strategies that Provide School Safety and action plan for safe and orderly environment.	
	a) Child Abuse Reporting Procedures	Page 4
	b) Disaster Response Procedures	Page 8
	c) Suspension and Expulsion Policies	Page 19
	d) Procedures for Notifying Teachers about Dangerous Pupils	Page 37
	e) Sexual Harassment Policy	Page 39
	f) School-wide Dress Code prohibiting gang-related apparel	Page 49
	g) Procedures for Safe Ingress and Egress from school	Page 53
	h) Procedures to Ensure a Safe and Orderly Environment	
	1) <i>The social climate</i> -people and programs (Component 1)	Page 54
	2) <i>The physical environment</i> -place (Component 2)	Page 54
	i) Rules and Procedures on School Discipline	Page 60
	j) Hate Crime Policies and Procedures	Page 65
	k) Bullying Prevention Policies and Procedures	Page 66
	l) Safety Goals	Page 66
	m) School Map	Page 68
	n) School Evacuation Map	Page 69

Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
 1. larceny
 2. Assault
 3. Vehicle break in
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. Tremendous decreases in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Reflection Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration
3. We will continue to review data in the upcoming academic year to continually revise and identification appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Child Abuse Reporting Procedures

Verify policy is compliant with EC 44691, mandated reporter training-effective January-1-2015.

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources.

Child Abuse Reporting Procedures

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

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

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

All employees required to receive mandated reporter training must provide proof of completing the

training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE					TELEPHONE ()		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip	TELEPHONE ()
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
D. INVOLVED PARTIES	VICTIMS						
	SIBLINGS						
	1. _____		NAME		BIRTHDATE		SEX ETHNICITY
	2. _____		3. _____		NAME		BIRTHDATE SEX ETHNICITY
	4. _____		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX ETHNICITY
	ADDRESS			Street	City	Zip	HOME PHONE ()
	BUSINESS PHONE ()			NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	
	SEX		ETHNICITY		ADDRESS		
	Street			City	Zip	HOME PHONE ()	BUSINESS PHONE ()
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY
ADDRESS			Street	City	Zip	TELEPHONE ()	
OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

I. General Policies and Procedures for Handling Safety and Specific Emergency Situations:

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

A. Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time.

Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

a. **Fire:**

In the case of a school fire, the following procedures should be implemented:

1. Sound building fire alarm.
2. Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
3. Have students and staff evacuate the building in accordance with established procedures.
4. Evacuate to outdoor assembly area.
5. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
6. Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
7. Render first aid as necessary.
8. Check attendance. Remain with students.

b. Medical Emergency:

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
2. Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
3. Notify the school office that an individual has been injured and an ambulance has been called.
4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep victim warm with a coat or blanket.
6. Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
7. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

c. Earthquakes:

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
2. After shaking stops, check for injuries, and render first aid.
3. If ordered by School Principal or his/her designee, evacuate.
4. Do not return to building.
5. Do not light any fires.
6. Keep a safe distance from any downed power lines.
7. Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
8. Stay alert for aftershocks.
9. Beware that shaking may activate fire alarm or sprinkler systems.
10. Elevators and stairways will need to be inspected for damage before they can be used.
11. School Principal, or his/her designee, will issue further instructions.

d. Assaults:

Assaults involve acts of striking or inflicting injury to a person and are regarded as a serious matter. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the School Principal, or his/her designee.
7. School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

e. Hazardous Materials:

Hazardous material spills may occur inside a building, such as a spill in a science lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

1. If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
2. If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
3. Notify buildings and grounds personnel.
4. Close all windows and doors if the spill is outside.
5. Request that buildings personnel shut off HVAC systems if it might spread toxic material.
6. Remain inside building unless ordered to evacuate by the Fire Department.
7. Fire Department will advise of further actions to be taken.
8. Do not eat or drink anything or apply cosmetics.
9. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
10. The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

f. Civil Disturbance:

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

1. Notify local law enforcement authorities - Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for School Principal, or his/her designee.

g. Vandalism:

The following procedures should be used in the case of school vandalism:

1. Notify school principal, or his/her designee.
2. Notify building and ground maintenance personnel.
3. The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
4. If possible, identify the parties involved.
5. Interview witnesses and obtain written statements.
6. Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
7. Notify parents or legal guardian.
8. Determine what consequences are appropriate (in-house or police involvement).
9. Determine any monetary restitution issues and amounts.

h. Utility or Power Failure:

The following procedures should be used in case of utility or power failure:

1. Staff and students should remain in classroom until further instruction.
2. Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
3. Staff and students outside of a classroom at the time of the incident should report to main office.
4. Building and grounds personnel report to utility company if necessary.
5. If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
6. Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

i. Bomb Threat:

Person receiving call:

1. Listen - Do not interrupt caller.
2. If possible, alert other staff by a pre-arranged signal while the caller is on the line.
3. In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
4. Attempt to ask questions and elicit the information required to determine the severity of the threat.
5. Notify School Principal, or his/her designee, immediately.

The School Principal or his /her designee will:

1. Notify Police Department – Dial 911.
2. With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas – offices, bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
3. With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
4. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
5. An incident report should be drafted before the end of the workweek.

j. Explosion:

If an explosion occurs at the school, the following procedures should be used:

1. Give DROP AND COVER command.
2. Sound building fire alarm. This will automatically implement action to leave the building.
3. Notify Fire Department – Dial 911.
4. Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
5. Evacuate to outdoor assembly area.
6. Check attendance. Remain with students.
7. Render first aid as necessary.
8. Notify grounds and building personnel.
9. Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.

10. Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
11. Draft incident report by the end of the week.

k. Fighting or Riot:

1. School staff should follow these guidelines when a fight occurs:
 - a. Send a reliable student to the office to summon assistance.
 - b. Speak loudly and let everyone know that the behavior should stop immediately.
 - c. Obtain help from other teachers if at all possible.
 - e. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - f. Call out the names of the involved students (if known) and let them know they have been identified.
 - g. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
 - h. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - i. Remember that no one can "cool down" instantly; give the student's time to talk in a calm setting and gradually change the climate of the situation.
2. Staff should follow these guidelines when a riot occurs:
 - a. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - b. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - c. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - i. Activate needed emergency plans, which may include:
 - ii. Instructing office staff to handle communications and initiate lockdown orders.
 - iii. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - iv. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - v. Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - vi. Brief a representative to meet the media.
 - vii. Assign staff to a pre-designated medical treatment/triage facility.

m. Hostage Situation:

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

1. Stay calm.
2. Don't be a hero.

3. Follow instructions of captor.
4. Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captors of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve situation by force.
8. Be observant and remember everything that is seen or heard.
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

The School Principal, or his/her designee, should be responsible for the following:

1. Immediately notify law enforcement.
2. Move other students and teachers completely away from those who are in the hostage situation.
3. Keep everyone as calm as possible.
4. Be prepared to answer questions from media or family.

n. Death of a Student:

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

o. Intruder or Individual with Deadly Weapon:

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the School Principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5. If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

p. Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

1. The School Principal, or his/her designee, will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The School Principal, or his/her designee, should remain calm and under control and give clear directions.
2. Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
3. If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

B. Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

1. Notify the school district office, county official or designee.
2. Notify local law enforcement authorities.
3. Notify school transportation support.
4. Note the special needs of students or staff.
5. Direct clerical staff to take schools master enrollment list.
6. Direct school nurse or designee to prepare emergency medications to be transported.

7. Direct all personnel to leave the building and secure the building.
8. Notify students' parents or legal guardians as situation permits.

School staff should:

1. Plan to evacuate his/her class and ride the bus or walk as situation dictates.
2. Take a copy of class enrollment list.
3. Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
4. Notify School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

1. Notify school nurse or local medical personnel of any medical emergencies.
2. Consider how students will be fed and restroom needs met.
3. Activate crisis intervention team to deal with any emotional trauma.
4. Provide area and materials for parents who may arrive to pick up students.
5. Provide an area for non-school community evacuees.

C. Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

D. Fire Drills.

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills. The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

E. Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or

more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

1. Classroom
2. Corridors
3. Laboratory/Shop
4. Cafeteria/Auditorium (use for all assembly areas)
5. Kitchen
6. Office
7. Teacher's Workroom and Employee Lounge
8. Toilet
9. Custodial
10. Boiler Room
11. Storage Room (also use for File Rooms)
12. Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal.

When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

F. 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.

G. Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)

- Sheets
- Candles

Suggested first aid items:

- Hydrogen Peroxide
- Iodine
- Alcohol
- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

H. School Safety Management Team

MANAGEMENT ORGANIZATION CHART

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

I. Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.

- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

Suspension and Expulsion Policies

D. SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce behavioral rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe Reflection expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all Reflection policies and procedures.

Corporal punishment shall not be used as a reflectionary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

PROGRESSIVE POSITIVE CONSEQUENCES

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 CoolSIS points

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

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive behavior 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 behavior plan includes information about student expectations and progression of reflectionary procedures from day-to-day reflection to suspension and expulsion.

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Reflection

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

In School Suspension (ISS)

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

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

1. while on school grounds;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus; or
4. during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. MPS Student/Parent Handbook 2015-16 30
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “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 section, “hazing” does not include athletic events or school sanctioned events.
18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or

property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

24. Intentionally "hacked" or broken into a School or School affiliated computer system.

25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to Reflection pursuant to subdivision (1). MPS Student/Parent Handbook 2015-16 31

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a reflection committee. All reflection committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the reflection committee is final. Based on the information submitted or requested, the Reflection committee may make one of the following decisions regarding the suspension:

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

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either MPS Student/Parent Handbook 2015-16 determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

1. while on school grounds;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus; or
4. during, going to, or coming from a school sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c) (1)

2. Brandishing a knife at another person. E.C. 48915(c) (2)
3. Unlawfully selling a controlled substance. E.C. 48915(c) (3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c) (4);
5. Possession of an explosive, as defined below. E.C. 48915(c) (5)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a) (1); 48900(a) (1), and 48900(a) (2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a) (2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a) (3); 48900(c).
4. Robbery or extortion. E.C. 48915(a) (4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a) (5); 48900(a) (1) and 48900(a) (2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on MPS Student/Parent Handbook 2015-16 33 school grounds; while on school grounds; while going to or coming from school; during the lunch period,

whether on or off the campus; or during, or while going to or coming from, a school sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a) (1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a) (2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASIMANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)

4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following additional findings:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

- 1. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.
- 2. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1)
- 3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
- 4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
- 5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
- 6. Stole or attempted to steal school or private property. E.C. 48900(g)
- 7. Possessed or used tobacco. E.C. 48900(h)
- 8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
- 9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
- 10. Knowingly received stolen school or private property. E.C. 48900(l)

11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (**Grades 4 through 12 inclusive)
13. Engaged in sexual harassment. E.C. 48900.2** (**Grades 4 through 12 inclusive)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (**Grades 4 through 12 inclusive)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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 specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MPS' behavioral 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 behavioral rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is MPS Student/Parent Handbook 2015-16 37 disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall MPS Student/Parent Handbook 2015-16 38 immediately be returned to his/her educational program.

Written Notice to Expel

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

1. Notice of the specific offense 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 student's district of residence. This notice shall include the following:

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

Behavioral Records

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

Expulsion Appeals

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

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

Interim Placement

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

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

LAUSD REQUIRED LANGUAGE

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Behavior Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the reflection of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct behavioral procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion”
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.
For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. MPS has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show in CoolSiS The teacher can access the suspension by looking at the student's behavior screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared

with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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 CoolSIS. The teacher can access the suspension by looking at the student's behavior screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900** (a)(1) Mutual fight (a)(2) Assault/Battery
(b) Possessed, sold or furnished dangerous object
(c) Controlled substance/alcohol
(d) Imitation controlled substance
(e) Robbery/extortion
(f) Vandalism
(g) Theft
(h) Tobacco/nicotine products
(i) Obscene act, habitual profanity/vulgarity
(j) Drug paraphernalia
(k) Disruptive/willfully defiant behavior (grades 4-12)
(l) Received stolen property
(m) Imitation firearm

- (n) Sexual assault or battery
- (o) Harassed/threatened witness
- (p) Sale of soma
- (q) Hazing
- (r) Bullying/cyberbullying
- (t) Aiding and abetting

- E.C. 48900.2 Sexual harassment (gr 4-12)
- E.C. 48900.3 Hate violence (gr 4-12)
- E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7 Terrorist threats against school officials or property
- E.C. 48915 (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion
 - (a)(1)(E) Assault/battery of school employee
- E.C. 48915(c)(1) Possessing, selling, furnishing firearm
 - (c)(2) Brandishing a knife at another person
 - (c)(3) Selling a controlled substance
 - (c)(4) Committing or attempting to commit sexual assault or battery
 - (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE
Confidential
Memorandum

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the MPS Employee Handbook and MPS Student-Parent Handbook.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
5. Determine disciplinary consequences. See MPS Employee Handbook and MPS Student-Parent Handbook.
6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
7. Notify parents or legal guardian and appropriate school personnel of incident.
8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

**Internal Complaints:
(Complaints by Employees Against Employees)**

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the

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

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

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

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

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

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

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**APPENDIX A
HARASSMENT COMPLAINT FORM**

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

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School’s policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

APPENDIX B
COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

B. 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 behavioral purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities.

Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
 - Keeping the door open when alone with a student;
 - Keeping reasonable space between you and your students;
 - Stopping and correcting students if they cross your own personal boundaries;
 - Keeping parents informed when a significant issue develops about a student;
 - Keeping after-class discussions with a student professional and brief;
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
 - Involving your supervisor if conflict arises with the student;
 - Informing the Executive Director about situations that have the potential to become more severe;
 - Making detailed notes about an incident that could evolve into a more serious situation later;
 - Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
 - Asking another staff member to be present if you will be alone with any type of special needs student;
 - Asking another staff member to be present when you must be alone with a student after regular school hours;
 - Giving students praise and recognition without touching them;
 - Pats on the back, high fives and handshakes are acceptable;
 - Keeping your professional conduct a high priority;
 - Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

R. DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely

on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

IMPORTANT NOTICE

Dear Parents/Guardians,

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.

- Each individual MPS campus may include amendments into this handbook addressing local issues.
- Any changes or additions to this handbook will be given to the students and parents in writing.

MPS STUDENT UNIFORM POLICY

BOTTOM

GIRLS

Skirts, pants, shorts, skorts, or capris are acceptable.

BOYS

Pants or shorts are acceptable.

GIRLS & BOYS

- Pants/Skirts/Skorts/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

- Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

TOP

White, gray or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.

FOOTWEAR

- The majority of the shoe must be black, brown or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

PE UNIFORM

TOP:

Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during

PE. BOTTOM:

Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR:

Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Jewelry and accessories/Cosmetics

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract 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.
- 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.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student’s sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student’s sight.
- Excessive “gel” of any kind is not acceptable, and should not be visible.
- Hair may be “spiked” with gel or any similar acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

* * * 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 campus may include site-specific amendments into the uniform policy addressing local issues.

Procedures for Safe Ingress and Egress from School

This section should include maps for the safe comings and goings of pupils, parents, visitors and school employees to and from school. This would also include evacuation maps and routes. OR state where this information is located.

*Please see school map at bottom of this Safety Plan

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned.

Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its “Life Skills” curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.

- To initiate and enforce a set of classroom rules, consistent with the school's behavior policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for reflection in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and

upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of college readiness so that in high school, they will be prepared to complete the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our ESLR's are also integrated and further reinforced in our weekly Life Skills Course, a requirement for all students in grades 6-8. Each year, the Principal will join the other principals from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is

revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The Life Skills Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including Bullying, Cyber bullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Reflection (Developing a positive attitude)

Life Skills is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 20% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations. We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all

applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
- Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
- Resources needed: Safety plan,
- Person(s) responsible for implementation: Designated administrator, safety committee
- Timeline for implementation: August 2016
- Budget: None
- Evaluation guidelines: Surveys, Feedback from stakeholders
- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Timeline for implementation: August 2016
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

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

Expected Student Behavior

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

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
 - Students are not allowed to loiter in the hallways.

Assemblies:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips: Students must:

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

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.

- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Behavior Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending reflection committee outcome -40 Pending reflection committee outcome -45 Pending reflection committee outcome -50 Reflection hearing with reflection committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more Reflection entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the Reflection tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Reflection committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any reflectionary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to reflectionary actions taken. It is to be noted that MPS reserves the right to Reflection any act that has a nexus with MPS or the school community. In other words MPS may Reflection behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Behavior	Level 1	Level 2	Level 3
		♦ Frequent repeat of level 1 behavior	♦ Frequent repeat of level 1 or 2 behavior
Verbal Misuse	<ul style="list-style-type: none"> o Hurtful words (stupid/shut up) o Divisiveness (clique/gossip) o Excessive talking at inappropriate time o Isolated incident of inappropriate language o Excessive inappropriate noises o Excessive tattling 	<ul style="list-style-type: none"> o Disrespectful of adults o Arguing with adults o Crying and yelling 	<ul style="list-style-type: none"> o Vulgar language o Ethnic, religious or hateful slurs
Physical/Contact	<ul style="list-style-type: none"> o Impulsive touching o Playful contact o Irritating others o Aggressive play in context of recess games 	<ul style="list-style-type: none"> o Pushing with intent o Hitting o Kicking o Pinching o Throwing objects randomly o Spitting (random) o Misuse of property 	<ul style="list-style-type: none"> o Violent outburst o Fighting o Throwing object with intent to injure o Spitting at a person o Biting o Self-inflicting wound
Defiance	<ul style="list-style-type: none"> o Rolling eyes o Situational refusal to follow directions o Posturing with body in an act of defiance 	<ul style="list-style-type: none"> o Refusing to follow directions on a regular basis o Passive-aggressive behavior 	<ul style="list-style-type: none"> o Refusing to leave/enter a room, move to a different seat o Walking/running out of the classroom or away from adult supervision
Gestures	<ul style="list-style-type: none"> o Poor manners 	<ul style="list-style-type: none"> o Giving the finger in isolated incident 	<ul style="list-style-type: none"> o Graffiti/vandalism o Opening/touching own private o Touching another student inappropriately o Gestures involving any sexual behavior
Impulsiveness	<ul style="list-style-type: none"> o Off task o Shouting out in class o Disruptive o Out of seat o Noise making 	<ul style="list-style-type: none"> o Outbursts o Lack of personal boundaries 	<ul style="list-style-type: none"> o Violent outbursts/tantrums o Explosive behavior o Running from designated area
Harassment	<ul style="list-style-type: none"> o Teasing o Repeating 3rd party information o Passive participation in hurtful acts/words against others 	<ul style="list-style-type: none"> o Bullying o Hurtful acts/words against others 	<ul style="list-style-type: none"> o Sexual harassment o Cyber bullying/harassment

Assaulting, Fighting and/or Arranging Fights:

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

Bringing / Using Electronic Devices:

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

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

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

Disrupting Learning:

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

Horseplay:

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

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

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

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

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

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

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

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

Safety Goals for 2016-2017:

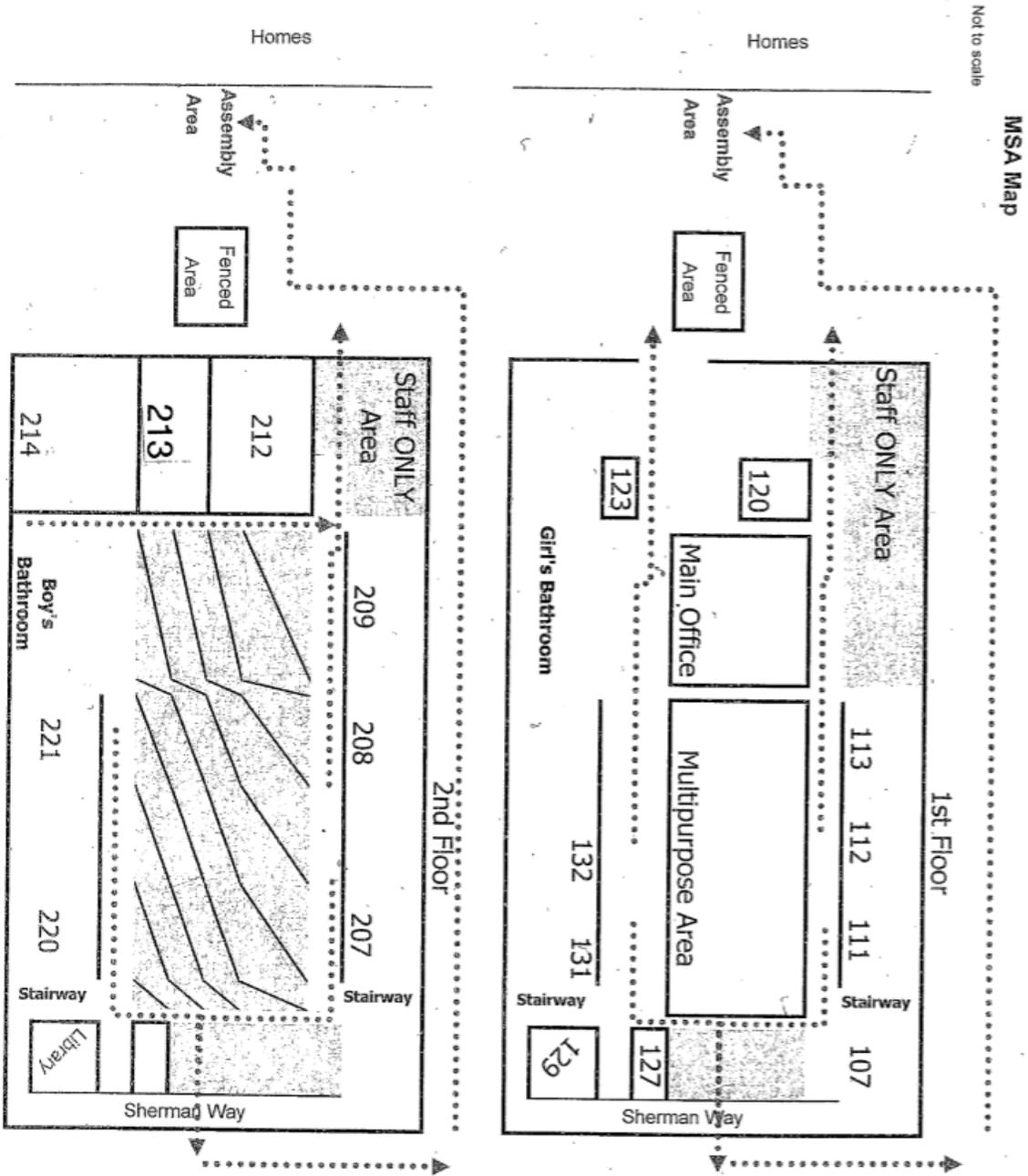
Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

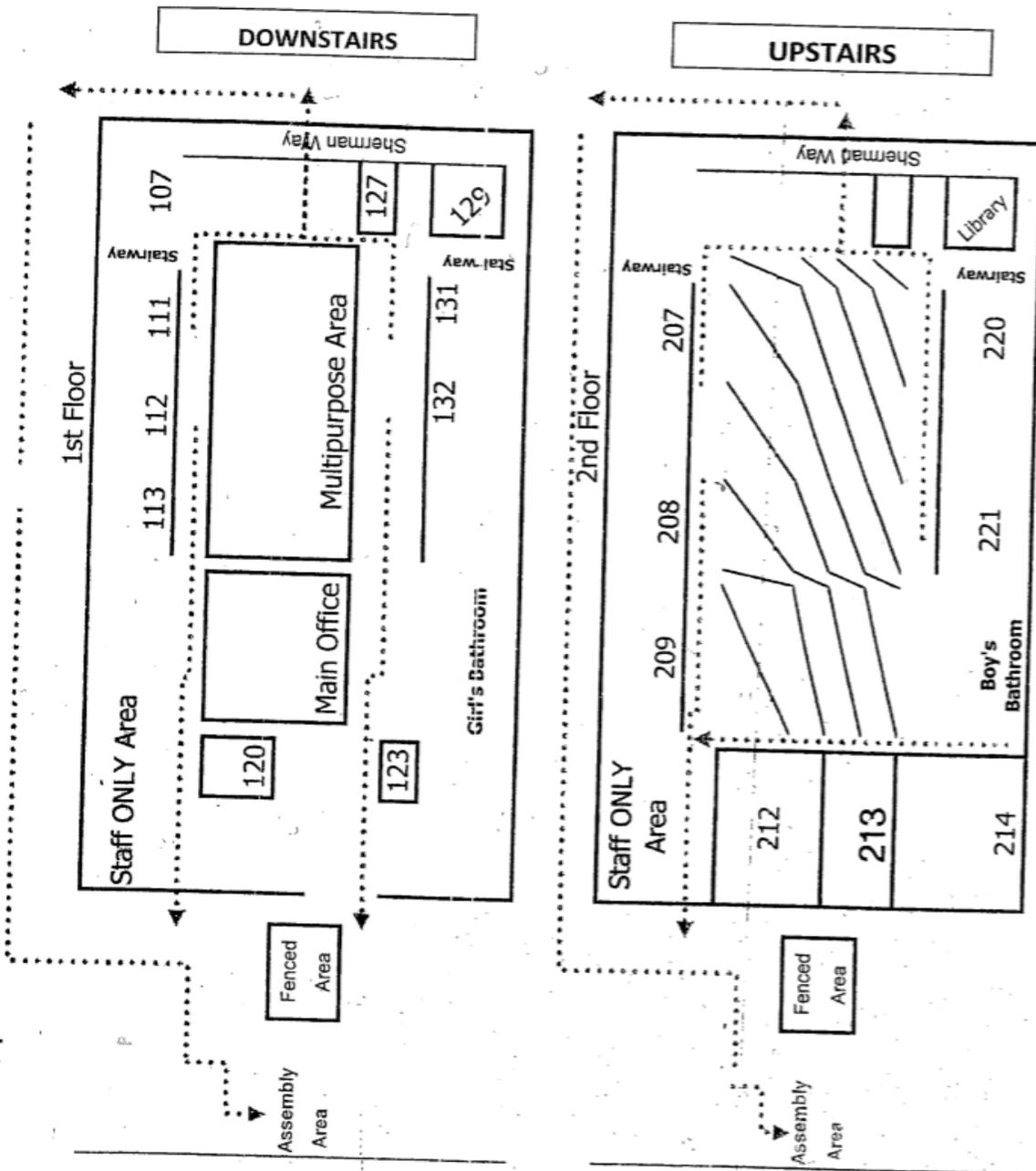
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2016
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

School Map



Evacuation Map

MSA Emergency Procedures



ASSEMBLY AREA - LINE UP BY CLASS ORDER

6A	6B	6C	6D	7A	7B	7C	7D	8A	8B	8C	9A	9B	9C	10A	10B	11A	11B	12A	12B
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Comprehensive School Safety Plan

Magnolia Science Academy-3
LAUSD

Dr. John White, Principal
1254 E. Helmick St, Carson CA 90748
(310) 637-3806
jwhite@magnoliapublicschools.org

A meeting for public review was held on Feb 3, 2016

Review by Law Enforcement on Feb 2, 2016

Plan approved by School Site Council on Feb 3, 2016

Plan (Submitted for Approval) to Magnolia Public Schools Governing Board on
Feb 11, 2016

This document is available for public inspection on our school's website at
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School Site Mission

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

Vision

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

Core Values

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

Scholarship

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

Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys,



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field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

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

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

- I. Staffing and ATTACHMENT:
- II. General Policies and Procedures for Handling Safety and Specific Emergency Situations
- III. Drugs, Alcohol and Tobacco
- VIII. Incident Report

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.



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A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

1. Review of this Plan and any other emergency policies and procedures;
2. Review of an employee's role during an emergency;
3. Knowledge of how to conduct and evaluate required drills;
4. Familiarity with the layout of buildings, grounds and all emergency procedures;
5. Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
6. Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

1. Present instruction to students about emergency preparedness plans for the site and student responsibilities in case
2. Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
3. Update the contents of classroom emergency kit and keep it in a safe, accessible location;
4. Participate fully in fire, earthquake and evacuation drills;



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5. Have planned activities for students for use during periods of confinement during an emergency situation.

The School Principal, or his/her designee, is responsible for the following:

1. Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
2. Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
3. Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
4. Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut
5. Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee
6. Update the list of any disabled students or employees or those who may need evacuation assistance or other
7. Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and
8. Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and
9. Maintain a list of emergency phone numbers in a readily accessible location.

C. Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special



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needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

D. Emergency On-Site Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

E. Notification List



Table of Contents

1. Assessment of the Current Status of School Crime	Page 8
2. Programs and Strategies that Provide School Safety and Action Plan for Safe and Orderly Environment	
a) Child Abuse Reporting Procedures	Page 9
b) Disaster Response Procedures	Page 13
c) Suspension and Expulsion Policies	Page 26
d) Procedures for Notifying Teachers about Dangerous Pupils	Page 39
e) Sexual Harassment Policy	Page 44
f) School-wide Dress Code prohibiting gang-related apparel	Page 57
g) Procedures for Safe Ingress and Egress from school	Page 57
h) Procedures to Ensure a Safe and Orderly Environment	
1) <i>The social climate</i> -people and programs (Component 1)	Page 58
2) <i>The physical environment</i> -place (Component 2)	Page 61
i) Rules and Procedures on School Discipline	Page 70
j) Hate Crime Policies and Procedures	Page 77
k) Bullying Prevention Policies and Procedures	Page 78
l) Safety Goals	Page 79
m) School Map	Page 80
n) School Evacuation Map	Page 81



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapd Carson were:
 1. Theft/Larceny
 2. Assault
 3. Burglary
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A significant decrease in suspensions/expulsions were noted due to the implementation of Positive Behavior Support and Intervention model
 - ii. Behavior referrals: CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration



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Child Abuse Reporting Procedures

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report



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Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)



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SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
 Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL	
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	TELEPHONE ()	
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
	VICTIM'S SIBLINGS		NAME		BIRTHDATE	SEX	ETHNICITY
VICTIM'S PARENTS/GUARDIANS		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
		ADDRESS	Street	City	Zip	HOME PHONE ()	
				BUSINESS PHONE ()			
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
		ADDRESS		Street	City	Zip	
				HOME PHONE ()		BUSINESS PHONE ()	
D. INVOLVED PARTIES	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	TELEPHONE ()	
	OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party



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DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian



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Disaster Response Procedures

Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

- **Fire:**
 - In the case of a school fire, the following procedures should be implemented:
 - Sound building fire alarm.
 - Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
 - Have students and staff evacuate the building in accordance with established procedures.
 - Evacuate to outdoor assembly area.
 - All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.



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- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

- **Medical Emergency:**
 - Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.
 - Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
 - Notify the school office that an individual has been injured and an ambulance has been called.
 - Ask someone to dispatch a first aid/CPR trained employee to the victim.
 - Stay calm. Keep victim warm with a coat or blanket.
 - Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
 - Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.



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- **Earthquakes:**

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:
 - Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
 - After shaking stops, check for injuries, and render first aid.
 - If ordered by School Principal or his/her designee, evacuate.
 - Do not return to building.
 - Do not light any fires.
 - Keep a safe distance from any downed power lines.
 - Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
 - Stay alert for aftershocks.
 - Beware that shaking may activate fire alarm or sprinkler systems.
 - Elevators and stairways will need to be inspected for damage before they can be used.
 - School principal, or his/her designee, will issue further instructions.

- **Assaults:**

- Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School



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Principal (or designee) will determine if law enforcement officials should be notified.

- If a serious assault occurs:
- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

- **Hazardous Materials:**

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:
 - If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
 - If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.



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- Characteristics of spill (colors, smells, visible gases).
- Name of substance, if known.
- Injuries, if any.
- Notify buildings and grounds personnel.
- Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.
- **Civil Disturbance:**
 - A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:
 - Notify local law enforcement authorities-Dial 911.
 - If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
 - Do not argue with participant(s).
 - Have all students and employees leave the immediate area of disturbance.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
 - If the disturbance is inside the building, follow procedures for evacuation of the school site.
 - Follow further instructions as police officials and other local law enforcement authorities issue them.
 - Draft incident report for School Principal, or his/her designee.
- **Vandalism:**
 - The following procedures should be used in the case of school vandalism:
 - Notify school principal, or his/her designee.
 - Notify building and ground maintenance personnel.
 - The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
 - If possible, identify the parties involved.
 - Interview witnesses and obtain written statements.
 - Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
 - Notify parents or legal guardian.
 - Determine what disciplinary measures are appropriate (in-house or police involvement).
 - Determine any monetary restitution issues and amounts.
 - **Utility or Power Failure:**
 - The following procedures should be used in case of utility or power failure:
 - Staff and students should remain in classroom until further instruction.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
 - Staff and students outside of a classroom at the time of the incident should report to main office.
 - Building and grounds personnel report to utility company if necessary.
 - If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
 - Where utility failure presents an emergency, evacuation procedures should be implemented immediately.
- **Bomb Threat:**
 - Person receiving call:
 - Listen - Do not interrupt caller.
 - If possible, alert other staff by a pre-arranged signal while the caller is on the line.
 - In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
 - Attempt to ask questions and elicit the information required to determine the severity of the threat.
 - Notify School Principal, or his/her designee, immediately.
 - The School Principal, or his/her designee will:
 - Notify Police Department – Dial 911.
 - With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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- Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
 - With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
 - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
 - An incident report should be drafted before the end of the workweek.
- **Explosion:**
 - If an explosion occurs at the school, the following procedures should be used:
 - Give DROP AND COVER command.
 - Sound building fire alarm. This will automatically implement action to leave the building.
 - Notify Fire Department – Dial 911.
 - Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Evacuate to outdoor assembly area.
 - Check attendance. Remain with students.
 - Render first aid as necessary.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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- Notify grounds and building personnel.
 - Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
 - Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
 - Draft incident report by the end of the week.
- **Fighting or Riot:**
 - School staff should follow these guidelines when a fight occurs:
 - Send a reliable student to the office to summon assistance.
 - Speak loudly and let everyone know that the behavior should stop immediately.
 - Obtain help from other teachers if at all possible.
 - If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - Call out the names of the involved students (if known) and let them know they have been identified.
 - For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
 - Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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- Staff should follow these guidelines when a riot occurs:
 - The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.
- **Hostage Situation:**
 - In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
 - Stay calm.
 - Don't be a hero.
 - Follow instructions of captor.
 - Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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- Inform captors of medical or other needs.
 - Be prepared to wait; elapsed time is a good sign.
 - Don't try to escape; don't try to resolve situation by force.
 - Be observant and remember everything that is seen or heard.
 - If a rescue takes place, lie on the floor and await instructions from rescuers.
 - The School Principal, or his/her designee, should be responsible for the following:
 - Immediately notify law enforcement.
 - Move other students and teachers completely away from those who are in the hostage situation.
 - Keep everyone as calm as possible.
 - Be prepared to answer questions from media or family.
- **Death of a Student:**
 - By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:
 - After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
 - Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
 - If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
 - Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
 - Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.
- **Intruder or Individual with Deadly Weapon:**
 - If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
 - Avoid confronting the student or gunman.
 - Notify the School Principal, or his/her designee, or school office immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
 - The School Principal, or his/her designee, should follow these guidelines:
 - Notify law enforcement immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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- Determine the level of threat. If the level of threat is high, call for additional backup.
 - Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
 - If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.
- **Lock Down**
 - This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
 - The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
 - Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
 - If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
 - Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
 - 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.



Suspension and Expulsion Policies

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at MPS. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

Alternatives to Suspension

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

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



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

In School Suspension (ISS)

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

GROUNDS FOR SUSPENSION

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school sanctioned events.
19. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900.
20. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
21. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 6 to 11, inclusive.

22. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 6 to 11, inclusive.

23. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 6 to 11 inclusive.

24. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

25. Intentionally "hacked" or broken into a School or School affiliated computer system.

26. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two 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.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems in the school
- 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.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension

GROUNDS FOR EXPULSION

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated. Teachers of the student, members of the school's discipline committee, and directors of the Board may not serve on the Administrative Panel. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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After an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion-hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or 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 student's district of residence. This notice shall include the following:

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

Disciplinary Records

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

Expulsion Appeals



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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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 convene a committee of three: a school Principal and a Dean of Students from other MPS schools, and the CEO of MPS or his/her designee. The committee shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

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

Expelled Students/Alternative Education

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

LAUSD REQUIRED LANGUAGE

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion”
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion.

Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.
For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

screen”. On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student’s discipline screen. The information provided is for the student’s current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student’s teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student’s counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1)** Mutual fight
 - (a)(2)** Assault/Battery
 - (b)** Possessed, sold or furnished dangerous object
 - (c)** Controlled substance/alcohol
 - (d)** Imitation controlled substance
 - (e)** Robbery/extortion
 - (f)** Vandalism
 - (g)** Theft
 - (h)** Tobacco/nicotine products
 - (i)** Obscene act, habitual profanity/vulgarity
 - (j)** Drug paraphernalia
 - (k)** Disruptive/willfully defiant behavior (grades 4-12)
 - (l)** Received stolen property
 - (m)** Imitation firearm
 - (n)** Sexual assault or battery
 - (o)** Harassed/threatened witness
 - (p)** Sale of soma
 - (q)** Hazing
 - (r)** Bullying/cyberbullying



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence (gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915(c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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SAMPLE

Confidential

Memorandum

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal



Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

- 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. 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, 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. 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.

Sexual Abuse and Sex Trafficking

- MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

B. 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.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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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.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the MPS Employee Handbook and MPS Student-Parent Handbook.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See MPS Employee Handbook and MPS Student-Parent Handbook.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardian and appropriate school personnel of incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints:

(Complaints by Employees Against Employees)

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

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

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

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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APPENDIX A HARASSMENT COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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List any witnesses that were present:

Where did the incident(s) occur?

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

APPENDIX B **COMPLAINT FORM**

Your Name: _____ Date: _____



Magnolia Science Academy-3 Carson

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Phone: 310-637-3806; Fax: 310-637-3809
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Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

after regular school hours;

- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

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

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

INSTRUCTIONS

Create a plan, using the below format to make the school safer and more effective. The plan will address two factors, The Social Climate and The Physical Environment to identify your schools strengths, areas of desired change and future plans.

Create a caring and connected school climate-How do you make Students and Staff believe that the school is a caring community?

A. Involve parents:

Goals:

1. Continue Home Visit program, including an increased stipend for teacher home visits



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

2. Continue monthly Parent Force Meetings
 3. Continue parent volunteer opportunities for parents
 4. Continue Open House Nights
 5. Continue Back to School Nights
 6. Continue Parent-Teacher Conferences
- B. Recognize and build on the cultural richness of your school community
- Goals:
1. Dean of Culture will lead participation of school community within our local community through programs and events like the Compton Homeless Count Initiative, Saturday Parenting Classes, hiring of former students to after-school program, etc.
 2. Allow student stakeholders to participate in developing Student Learning Outcomes
- C. Provide training so staff can meet the unique needs of the student body
- Goals:
1. Implement monthly staff-wide professional development on socio-emotional development
 2. Set high academic and behavior goals
 - a. Teachers will provide CCSS aligned instruction using SDAIE strategies. (2016-17 school year)
 - b. Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2016-17 school year)
 3. Improve curriculum and teaching practices
 4. Include health and resiliency curriculum
 - a. During the 2016-2017 school year, MSA-3 will continue to offer a weekly Life Skills class to all students. The MSA-3 leadership team is currently studying the possibility of modifying our current Morning Advisory to incorporate and implement elements of our Life Skills curriculum for more intensive mentoring
 5. Address multiple learning styles
- D. Promote caring, supportive relationships with students
- Goals:
1. Support the Socio-Emotional Learning of all students.
 2. During the 2016-2017 school year, MSA-3 will continue to offer a weekly Life Skills class to all students. The MSA-3 leadership team is currently studying the possibility of modifying our current Morning Advisory to incorporate and implement elements of our Life Skills curriculum for more intensive mentoring
 3. Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

4. Continue community outreach with can drives to homeless and/or low-income families at the beginning of long breaks
 5. Continue developing and strengthening our Student Government
 6. Continue employing an part time on-site Edge Coach
 7. Services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced students
 8. Teachers will provide CCSS aligned instruction using SDAIE strategies. (2016-17 school year)
 9. The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2016)
 10. Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)
 11. Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)
 12. Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)
 13. Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)
 14. Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)
 15. Pilot the use of online courses that allow students to work at their own pace and potentially earn high school credit through the FuelEd in selected classes in the Spring 2016 semester with an eye to implementing blended learning throughout the school day and after school academic enrichment program in the 2016-2017 school year
 16. Provide opportunities for student to have meaningful participation in school and community service
- E. Emphasize critical thinking and respect
 - F. Communicate clear discipline standards
 - G. Communicate procedures to report and deal with threats
 - H. Empower students to take responsibility for safety
 - I. Train staff on bullying prevention and tolerance
 - J. Provide training for student and staff on dangers of drugs and alcohol



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

- K. Plans encouraged to include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
- L. Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015
- M. Collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a plan to address the threat of sexual abuse and sex trafficking. EC 49380 effective January 1, 2015

The Physical Environment-place:

Create a physical environment that communicates respect for learning and for individuals and safety

How does your school site:

- A. MSA-3 maintains a clean environment through utilizing LAUSD custodial staff in the general areas (hallways/ restrooms and other common areas), and the teachers and students also are encouraged to maintain classrooms that are clean, orderly settings that contribute to the learning environment.
- B. MSA-3 involves itself in the community by participating in numerous community events throughout the school year (Thanksgiving and Christmas can drives, Homeless Count Initiative, Black College Expo, University and College campus visits, etc).
- C. Share information about student crime and truancy with law enforcement
- D. Make your campus secure from outside criminal activity
- E. Limit loitering
- F. Dedicated supervision staff, admin, and teachers all support with supervision before, during, and after school
- G. Utilize shared cafeteria and quad area for general times
- H. Maintain clean and safe restrooms
- I. Provide adequate lighting in all areas
- J. Provide student with current textbooks and materials
- K. Maintain a variety of sports facilities and equipment
- L. Generate a set of reading books in each classroom
- M. Communicate procedures for security including NIMS Plan
- N. Deal with vandalism before students return to school
- O. Inventory, Identify and store valuable property
- P. Provide training for security personnel and staff
- Q. Engage students and the community in campus beautification projects
- R. Promote school and neighborhood watch programs
- S. Maintain daily random metal detector searches



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

Plans encouraged to include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104

The Social Climate and the Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its Life Skills curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

submit to the authority of teachers of the school.” Education Code, § 48900 et seq.

- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student’s attendance (tardy/absence) is recorded daily (by each teacher) in ‘real-time.’ This is one method our parents can monitor their child’s attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a ‘Behavior’ grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school’s expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.



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6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.



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- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our ESLR's are also integrated and further reinforced in our daily Life Skills Course, a requirement for all students in grades 6-8. Each year, the Principal will join the other 10 from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The 2016-2017 Life Skills Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including Bullying, Cyberbullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

Life Skills is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Association

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTSC meetings. Our PTSC supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community



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within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.



Magnolia Science Academy-3 Carson

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- Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2015
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders
-
- Goal(s): Maintain and upkeep a safe school campus
 - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2015
 - Budget: Refer to schools annual budget

Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

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

Expected Student Behavior

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

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.



Magnolia Science Academy-3 Carson

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Phone: 310-637-3806; Fax: 310-637-3809
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Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips: Students must:

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

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
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-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
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Behavior	Level 1	Level 2	Level 3
		♦ Frequent repeat of level 1 behavior	♦ Frequent repeat of level 1 or 2 behavior
Verbal Misuse	<ul style="list-style-type: none"> ○ Hurtful words (stupid/shut up) ○ Divisiveness (clique/gossip) ○ Excessive talking at inappropriate time ○ Isolated incident of inappropriate language ○ Excessive inappropriate noises ○ Excessive tattling 	<ul style="list-style-type: none"> ○ Disrespectful of adults ○ Arguing with adults ○ Crying and yelling 	<ul style="list-style-type: none"> ○ Vulgar language ○ Ethnic, religious or hateful slurs
Physical/Contact	<ul style="list-style-type: none"> ○ Impulsive touching ○ Playful contact ○ Irritating others ○ Aggressive play in context of recess games 	<ul style="list-style-type: none"> ○ Pushing with intent ○ Hitting ○ Kicking ○ Pinching ○ Throwing objects randomly ○ Spitting (random) ○ Misuse of property 	<ul style="list-style-type: none"> ○ Violent outburst ○ Fighting ○ Throwing object with intent to injure ○ Spitting at a person ○ Biting ○ Self-inflicting wound
Defiance	<ul style="list-style-type: none"> ○ Rolling eyes ○ Situational refusal to follow directions ○ Posturing with body in an act of defiance 	<ul style="list-style-type: none"> ○ Refusing to follow directions on a regular basis ○ Passive-aggressive behavior 	<ul style="list-style-type: none"> ○ Refusing to leave/enter a room, move to a different seat ○ Walking/running out of the classroom or away from adult supervision
Gestures	<ul style="list-style-type: none"> ○ Poor manners 	<ul style="list-style-type: none"> ○ Giving the finger in isolated incident 	<ul style="list-style-type: none"> ○ Graffiti/vandalism ○ Opening/touching own private ○ Touching another student inappropriately ○ Gestures involving any sexual behavior
Impulsiveness	<ul style="list-style-type: none"> ○ Off task ○ Shouting out in class ○ Disruptive ○ Out of seat ○ Noise making 	<ul style="list-style-type: none"> ○ Outbursts ○ Lack of personal boundaries 	<ul style="list-style-type: none"> ○ Violent outbursts/tantrums ○ Explosive behavior ○ Running from designated area
Harassment	<ul style="list-style-type: none"> ○ Teasing ○ Repeating 3rd party information ○ Passive participation in hurtful acts/words against others 	<ul style="list-style-type: none"> ○ Bullying ○ Hurtful acts/words against others 	<ul style="list-style-type: none"> ○ Sexual harassment ○ Cyber bullying/harassment



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Assaulting, Fighting and/or Arranging Fights:

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

Bringing / Using Electronic Devices:

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

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

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

Disrupting Learning:

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

Horseplay:

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

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

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym



Magnolia Science Academy-3 Carson

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bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

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

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

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

Displaying Threatening Behavior:

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

Bringing Weapon in School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their



Magnolia Science Academy-3 Carson

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Phone: 310-637-3806; Fax: 310-637-3809
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original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.



Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment.

Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

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



Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
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Safety Goals for 2016-2017:

Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

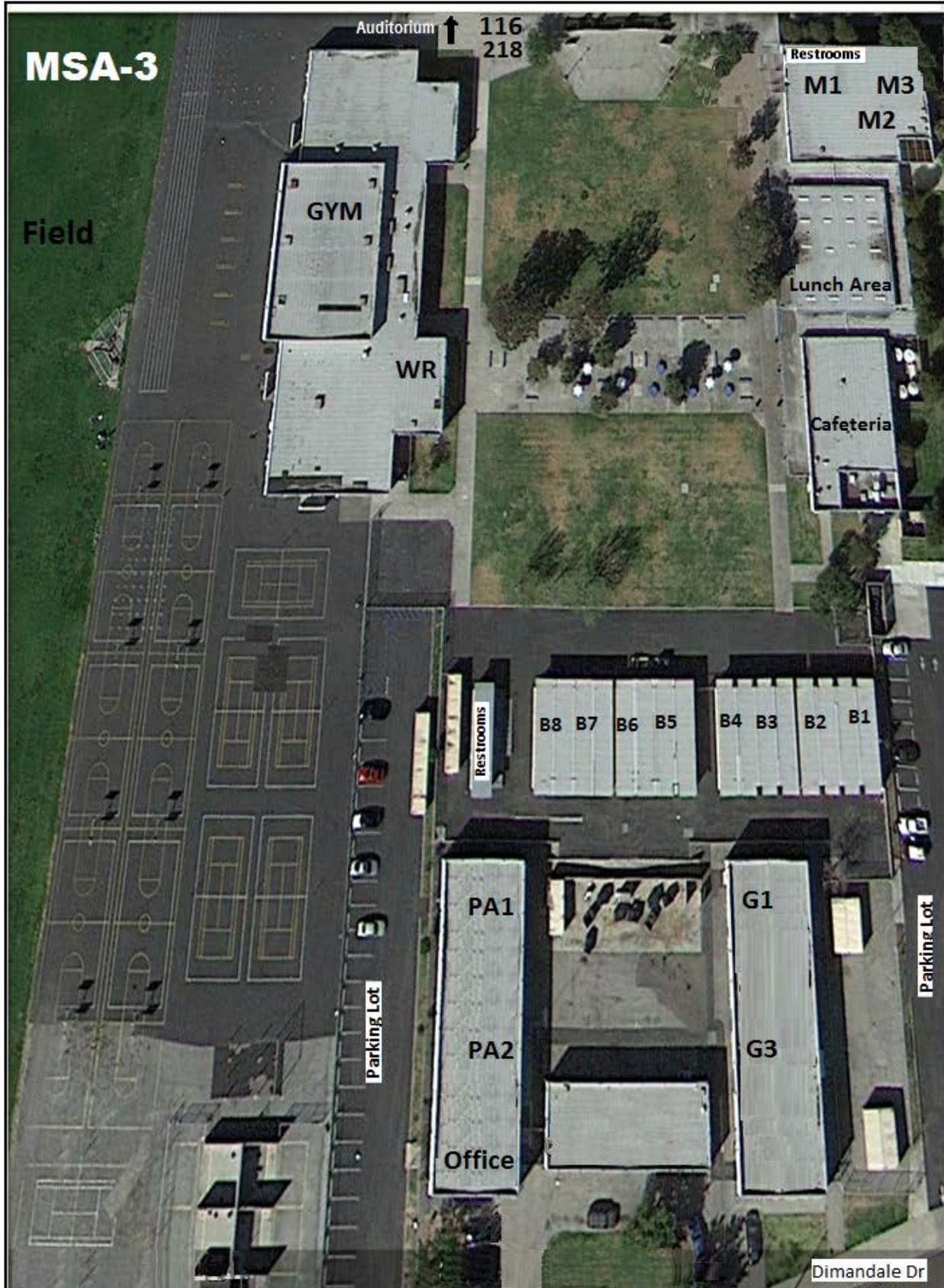
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2016
 - Budget: Refer to schools annual budget

Evaluation guidelines: Surveys, Feedback from stakeholders



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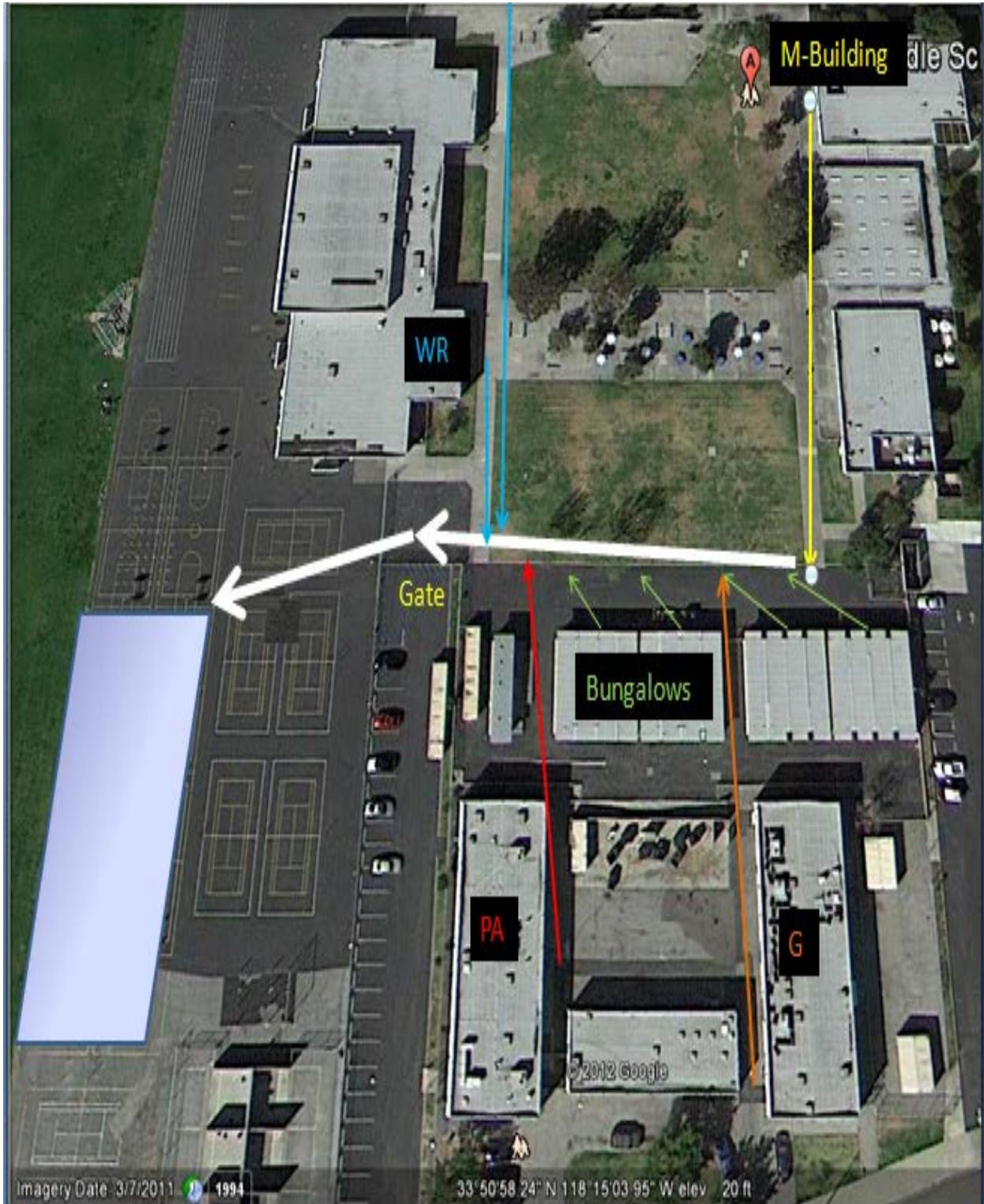
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Comprehensive School Safety Plan

Magnolia Science Academy-4
LAUSD

Lisa Ross, Principal
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(310) 473-2464
lross@magnoliapublicschools.org

A meeting for public input was held on February 3, 2016 at
Magnolia Science Academy-4

Reviewed by Law Enforcement on February 2, 2016

Plan Adopted by School Site Council on February 10, 2016

Plan approved by Magnolia Public Schools Board on February 11,
2016

Committee members

Lisa Ross, Principal
Kerry Teague, Designee
Scott Smith, Teacher representative
Sophia Aquino, Parent of attending student
Crystal Pena, Classified employee
LASPD Officer Johnson #0899

This document is available for public inspection on our school's
website at msa4.magnoliapublicschools.org

School Site Mission

The Mission

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

Magnolia Science Academy-4's mission is to provide all students with the opportunity to engage in an enriched educational experience. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- ❖ Protect the safety and welfare of students and staff.
- ❖ Provide for a safe and coordinated response to emergency situations.
- ❖ Protect the school's facilities and property.
- ❖ In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- ❖ Provide for coordination between the school and local emergency services when necessary.

Table of Contents

1.	Assessment of the Current Status of School Crime	Page 4
2.	Programs and Strategies that Provide School Safety and Action Plan for Safe and Orderly Environment	
	a) Child Abuse Reporting Procedures	Page 4
	b) Disaster Response Procedures	Page 8
	c) Suspension and Expulsion Policies	Page 19
	d) Procedures for Notifying Teachers about Dangerous Pupils	Page 30
	e) Sexual Harassment Policy	Page 33
	f) School-wide Dress Code prohibiting gang-related apparel	Page 39
	g) Procedures for Safe Ingress and Egress from school	Page 39
	h) Procedures to Ensure a Safe and Orderly Environment	
	1) <i>The social climate</i> -people and programs (Component 1)	Page 40
	2) <i>The physical environment</i> -place (Component 2)	Page 47
	i) Rules and Procedures on School Discipline	Page 48
	j) Hate Crime Policies and Procedures	Page 54
	k) Bullying Prevention Policies and Procedures	Page 63
	l) Safety Goals	Page 65
	m) School Map	Page 66
	n) School Evacuation Map	Page 68

Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on <http://www.crimemapping.com/map.aspx?loc=11330+W.+Graham+place+los+angeles%2c+ca+90064> were:
 1. Theft / Larceny
 2. Vehicle Break-In /Theft
 3. Burglary
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Verify policy is compliant with EC 44691, mandated reporter training-effective January-1-2015. For specific details, refer to Los Angeles County Office of Education Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

- **Fire:**

- In the case of a school fire, the following procedures should be implemented:
- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

- **Medical Emergency:**

- Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.
- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
 - Notify the school office that an individual has been injured and an ambulance has been called.
 - Ask someone to dispatch a first aid/CPR trained employee to the victim.
 - Stay calm. Keep victim warm with a coat or blanket.
 - Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
 - Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

- **Earthquakes:**

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.

Assaults:

- Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.
- If a serious assault occurs:
- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

- **Hazardous Materials:**

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

- **Civil Disturbance:**

- A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:
 - Notify local law enforcement authorities-Dial 911.
 - If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
 - Do not argue with participant(s).
 - Have all students and employees leave the immediate area of disturbance.
 - If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
 - If the disturbance is inside the building, follow procedures for evacuation of the school site.
 - Follow further instructions as police officials and other local law enforcement authorities issue them.
 - Draft incident report for School Principal, or his/her designee.

- **Vandalism:**

- The following procedures should be used in the case of school vandalism:
 - Notify school principal, or his/her designee.
 - Notify building and ground maintenance personnel.
 - The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
 - If possible, identify the parties involved.
 - Interview witnesses and obtain written statements.
 - Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
 - Notify parents or legal guardian.
 - Determine what disciplinary measures are appropriate (in-house or police involvement).

- Determine any monetary restitution issues and amounts.

- **Utility or Power Failure:**
 - The following procedures should be used in case of utility or power failure:
 - Staff and students should remain in classroom until further instruction.
 - Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
 - Staff and students outside of a classroom at the time of the incident should report to main office.
 - Building and grounds personnel report to utility company if necessary.
 - If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
 - Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

- **Bomb Threat:**
 - Person receiving call:
 - Listen - Do not interrupt caller.
 - If possible, alert other staff by a pre-arranged signal while the caller is on the line.
 - In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
 - Attempt to ask questions and elicit the information required to determine the severity of the threat.
 - Notify School Principal, or his/her designee, immediately.
 - The School Principal, or his/her designee will:
 - Notify Police Department – Dial 911.
 - With the assistance of responding law enforcement personnel, conduct a thoroughsearch of the building & surrounding areas:

- Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
 - With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
 - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
 - An incident report should be drafted before the end of the workweek.
- **Explosion:**
 - If an explosion occurs at the school, the following procedures should be used:
 - Give DROP AND COVER command.
 - Sound building fire alarm. This will automatically implement action to leave the building.
 - Notify Fire Department – Dial 911.
 - Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Evacuate to outdoor assembly area.
 - Check attendance. Remain with students.
 - Render first aid as necessary.
 - Notify grounds and building personnel.
 - Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.

- Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
 - Draft incident report by the end of the week.
- **Fighting or Riot:**
 - School staff should follow these guidelines when a fight occurs:
 - Send a reliable student to the office to summon assistance.
 - Speak loudly and let everyone know that the behavior should stop immediately.
 - Obtain help from other teachers if at all possible.
 - If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - Call out the names of the involved students (if known) and let them know they have been identified.
 - For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
 - Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
 - Staff should follow these guidelines when a riot occurs:
 - The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.

- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.
- **Hostage Situation:**
 - In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
 - Stay calm.
 - Don't be a hero.
 - Follow instructions of captor.
 - Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
 - Inform captors of medical or other needs.
 - Be prepared to wait; elapsed time is a good sign.
 - Don't try to escape; don't try to resolve situation by force.
 - Be observant and remember everything that is seen or heard.
 - If a rescue takes place, lie on the floor and await instructions from rescuers.
 - The School Principal, or his/her designee, should be responsible for the following:
 - Immediately notify law enforcement.
 - Move other students and teachers completely away from those who are in the hostage situation.
 - Keep everyone as calm as possible.
 - Be prepared to answer questions from media or family.
- **Death of a Student:**
 - By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly

the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

- **Intruder or Individual with Deadly Weapon:**

- If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
 - Avoid confronting the student or gunman.
 - Notify the School Principal, or his/her designee, or school office immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

- The School Principal, or his/her designee, should follow these guidelines:
- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

- **Lock Down**

- This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- 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.

Suspension and Expulsion Policies

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at MPS. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after MPS Student/Parent Handbook 27 school hours, use of alternative educational environments, suspension and expulsion.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MPS believes that alternatives to suspension align with our school-wide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

In School Suspension (ISS)

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while

servicing an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

GROUNDS FOR SUSPENSION

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school sanctioned events.
19. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900.
20. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
21. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 6 to 11, inclusive.
22. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 6 to 11, inclusive.
23. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 6 to 11 inclusive.
24. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
25. Intentionally "hacked" or broken into a School or School affiliated computer system.
26. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems in the school
- 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.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension

GROUND FOR EXPULSION

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated. Teachers of the student, members of the school's discipline committee, and directors of the Board may not serve on the Administrative Panel. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the

threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion-hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or 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 student's district of residence. This notice shall include the following:

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall convene a committee of three: a school Principal and a Dean of Students from other MPS schools, and the CEO of MPS or his/her designee. The committee shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

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

Expelled Students/Alternative Education

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

LAUSD REQUIRED LANGUAGE

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal. Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law. Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter

School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion”
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act. For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

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 CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1)** Mutual fight
 - (a)(2)** Assault/Battery
 - (b)** Possessed, sold or furnished dangerous object
 - (c)** Controlled substance/alcohol
 - (d)** Imitation controlled substance
 - (e)** Robbery/extortion
 - (f)** Vandalism
 - (g)** Theft
 - (h)** Tobacco/nicotine products
 - (i)** Obscene act, habitual profanity/vulgarity
 - (j)** Drug paraphernalia
 - (k)** Disruptive/willfully defiant behavior (grades 4-12)
 - (l)** Received stolen property
 - (m)** Imitation firearm
 - (n)** Sexual assault or battery
 - (o)** Harassed/threatened witness
 - (p)** Sale of soma
 - (q)** Hazing
 - (r)** Bullying/cyberbullying
 - (t)** Aiding and abetting
- E.C. 48900.2** Sexual harassment (gr 4-12)
- E.C. 48900.3** Hate violence (gr 4-12)
- E.C. 48900.4** Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7** Terrorist threats against school officials or property
- E.C. 48915**
- (a)(1)(A)** Serious physical injury
 - (a)(1)(B)** Possession: knife or dangerous object
 - (a)(1)(C)** Controlled substance
 - (a)(1)(D)** Robbery or extortion
 - (a)(1)(E)** Assault/battery of school employee

- E.C. 48915(c)(1) Possessing, selling, furnishing firearm
- (c)(2) Brandishing a knife at another person
- (c)(3) Selling a controlled substance
- (c)(4) Committing or attempting to commit sexual assault or battery
- (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE
Confidential
Memorandum

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferral or preferential treatment based on any of the protected classes above. Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or 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. 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, 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. 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.

B. Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities

designed to strengthen or condition team members or improve their coordination, agility, or physical skills;

- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;

- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

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

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

2. If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its “Life Skills” curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.

- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.

- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school’s discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators’ Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- “All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school.” Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student’s attendance (tardy/absence) is recorded daily (by each teacher) in ‘real-time.’ This is one method our parents can monitor their child’s attendance in each class daily.

2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a ‘Behavior’ grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school’s expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school’s leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child’s academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school’s website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child’s education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

“Life Skills”

Our ESLR’s are also integrated and further reinforced in our daily “Life Skills” Course, a requirement for all students in grades 6-8. Each year, the Principal will join the other 10 from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school’s mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school’s culture and engage all students while creating a safe and respectful learning environment for all students.

The 2016-17 Life Skills Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including Bullying, Cyberbullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

“Life Skills” is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Association

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTSC meetings. Our PTSC supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the

school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

- a. Plans encouraged to include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
 - a. Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015
- b. Collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a plan to address the threat of sexual abuse and sex trafficking. EC 49380 effective January 1, 2015

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- a. Plans include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
 - b. Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015
- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
 - Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders
 - Goal(s): Maintain and upkeep a safe school campus
 - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.

- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Timeline for implementation: August 2016
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

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

Expected Student Behavior

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

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.

- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips: Students must:

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

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

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

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Behavior	Level 1	Level 2	Level 3
		♦ Frequent repeat of level 1 behavior	♦ Frequent repeat of level 1 or 2 behavior
Verbal Misuse	<ul style="list-style-type: none"> o Hurtful words (stupid/shut up) o Divisiveness (clique/gossip) o Excessive talking at inappropriate time o Isolated incident of inappropriate language o Excessive inappropriate noises o Excessive tattling 	<ul style="list-style-type: none"> o Disrespectful of adults o Arguing with adults o Crying and yelling 	<ul style="list-style-type: none"> o Vulgar language o Ethnic, religious or hateful slurs
Physical/Contact	<ul style="list-style-type: none"> o Impulsive touching o Playful contact o Irritating others o Aggressive play in context of recess games 	<ul style="list-style-type: none"> o Pushing with intent o Hitting o Kicking o Pinching o Throwing objects randomly o Spitting (random) o Misuse of property 	<ul style="list-style-type: none"> o Violent outburst o Fighting o Throwing object with intent to injure o Spitting at a person o Biting o Self-inflicting wound
Defiance	<ul style="list-style-type: none"> o Rolling eyes o Situational refusal to follow directions o Posturing with body in an act of defiance 	<ul style="list-style-type: none"> o Refusing to follow directions on a regular basis o Passive-aggressive behavior 	<ul style="list-style-type: none"> o Refusing to leave/enter a room, move to a different seat o Walking/running out of the classroom or away from adult supervision
Gestures	<ul style="list-style-type: none"> o Poor manners 	<ul style="list-style-type: none"> o Giving the finger in isolated incident 	<ul style="list-style-type: none"> o Graffiti/vandalism o Opening/touching own private o Touching another student inappropriately o Gestures involving any sexual behavior
Impulsiveness	<ul style="list-style-type: none"> o Off task o Shouting out in class o Disruptive o Out of seat o Noise making 	<ul style="list-style-type: none"> o Outbursts o Lack of personal boundaries 	<ul style="list-style-type: none"> o Violent outbursts/tantrums o Explosive behavior o Running from designated area
Harassment	<ul style="list-style-type: none"> o Teasing o Repeating 3rd party information o Passive participation in hurtful acts/words against others 	<ul style="list-style-type: none"> o Bullying o Hurtful acts/words against others 	<ul style="list-style-type: none"> o Sexual harassment o Cyber bullying/harassment

Assaulting, Fighting and/or Arranging Fights:

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

Bringing / Using Electronic Devices:

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

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

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

Disrupting Learning:

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

Horseplay:

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

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

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

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

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti

tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a “manifestation determination.” A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

BP 5145.3(a)

NONDISCRIMINATION/HARASSMENT

The County Board desires to ensure equal opportunities for all students in admission and access to LACOE's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. LACOE programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

The County Board prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in LACOE. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision. In Juvenile Court Schools, the County Office shall work with County Probation Department on practices and procedures for incarcerated students.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, County Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

Grievance Procedures

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint.

Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

The County Superintendent or designee will ensure that the student handbook clearly describes LACOE's nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. LACOE's policy may also be posted on the LACOE or school website or any other location that is easily accessible to students.

AR5145.3

General Provisions

1. Definitions

- a. LACOE participant: any individual involved in LACOE programs or activities. This includes employees, students, contractors, vendors, guests and volunteers.
- b. LACOE staff member: any LACOE employee.
- c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.
- d. Complaint: a statement regarding how a LACOE program or activity is run or how a LACOE participant was treated while involved in a LACOE program or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.

(1) Examples of complaints based on discriminatory behavior:

- (a) Sexual harassment, assault, battery
- (b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. "Harassment" occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in LACOE programs or activities.
- (c) Denial of educational opportunities
- (d) Abuse or neglect
- (e) Inaccurate student records

(2) In accordance with the Uniform Complaint Procedure, LACOE will assist in referring certain complaints to specified agencies.

e. Concern: a statement regarding how a LACOE program or activity is run or how a LACOE participant was treated while involved in a LACOE program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.

f. Target: LACOE participant who is the target of discriminatory behavior.

g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.

Notice of LACOE Policy

1. Each LACOE site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.

2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.

3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.

4. Notice may also be provided by:

a. Publication in local newspapers, newsletters or magazines operated by LACOE or the site.

b. Distribution with other written communications to LACOE participants and their parents.

c. Incorporation in mandatory Health Education classes.

d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.

Procedure for Filing a Concern or Complaint

1. LACOE encourages any student who has a concern or complaint about alleged discrimination in how a LACOE program or activity is run to report the concern/complaint to a LACOE Principal or administrator.

2. The LACOE staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty-eight (48) hours after the student's report. The LACOE staff member will make a written note that the report was forwarded to the Principal or administrator.

3. A student who wishes to resolve a concern or complaint with LACOE should make this report to a LACOE staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.

a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.

b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.

(1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.

(2) If a complainant confides in another LACOE participant that s/he believes s/he has complaint or concern, the LACOE participant is encouraged to support the complainant in reporting the misconduct to the school.

c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.

d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:

(1) When the misconduct occurred

(2) Who was involved (as a complainant, as a PCQ, as a witness)

(3) Where the incident occurred

(4) What happened

(5) How the complainants responded to the incident

(6) Any related incidents (for example, similar conduct or similar people involved)

(7) Any other information regarding the incident that may help the investigation.

e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.

(1) The complainant is not required to take this step.

(2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.

(3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.

4. Confidentiality

a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.

(1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.

(2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.

(3) The parent/guardian of the complainant should also be notified.

b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.

(1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward.

(2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure.

c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.

(1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal

(2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student's district of residence

(2) If retaliation is substantiated, or proven, and if the retaliator is LACOE staff, the retaliator is subject to disciplinary measures under Personnel Policies.

Investigations of Complaints

1. LACOE treats student complaints seriously.

a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.

b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.

c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.

d. Fact-finding for the investigation will be objective and will focus on the following factors:

(1) The age of the complainant(s).

(2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/ intimidation but other age-appropriate measures may be taken).

(3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading).

(4) The number of related incidents.

(5) The location of the incidents.

(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant).

(7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)

(8) Any prior substantiated complaints

(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)

e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations.

f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress.

(1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where LACOE is required by law to continue, or where sufficient information has been gathered to show a problem, LACOE shall move forward with appropriate corrective action without the complainant's participation.

(2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.

g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:

- (1) A description of the incident
- (2) The complainant's claims
- (3) The PCQ's response
- (4) The results of the investigation's fact-finding:
 - (a) The results should include all investigated facts and evidence from the factors listed above.
 - (b) The investigator should include all documents relevant to the complaint and investigation.
 - (c) These facts and evidence will be summarized objectively.
- (5) Conclusions based on the factual findings
 - (a) The facts will be reviewed impartially.
 - (b) The investigator will prepare a conclusion for each of the complainant's claims.
 - (c) Conclusions will be directly tied to the underlying facts supporting them.
 - (d) Conclusions will clearly state whether or not misconduct occurred.
- (6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.

2. LACOE will maintain records of all investigations into misconduct claims.

- a. These records will be confidential.
- b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.

- c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.

Consequences

1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.
2. Counseling services should be offered to both the complainant and the PCQ.
3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:
 - a. A written warning
 - b. A formal written apology from the PCQ to the complainant
 - c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student
 - d. Detention
 - e. Community service
4. Appeal of determination of misconduct
 - a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.
 - b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.
 - (1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.
 - (2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.
5. Unsubstantiated complaints
 - a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.

b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.

c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.

d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. LACOE staff shall assist the Target by providing contact information.

6. If the PCQ is a LACOE staff member, refer to Personnel policies regarding employee discipline.

7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, national origin, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

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

BP 5131.2(a)

BULLYING

The County Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. The County Superintendent will establish student safety as a high priority and will not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. *Cyberbullying* includes the transmission of harassing communications, 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.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, County Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, LACOE and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of LACOE and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

LACOE will provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff will receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the County Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the County Superintendent or designee will develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the County Superintendent or designee will notify the parents/guardians of victims and perpetrators. The County Superintendent or designee also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the County Superintendent or designee will investigate and document the activity and will identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute

cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or involuntary transfer back to the district of residence, in accordance with LACOE policies and regulations.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten LACOE property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with LACOE policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

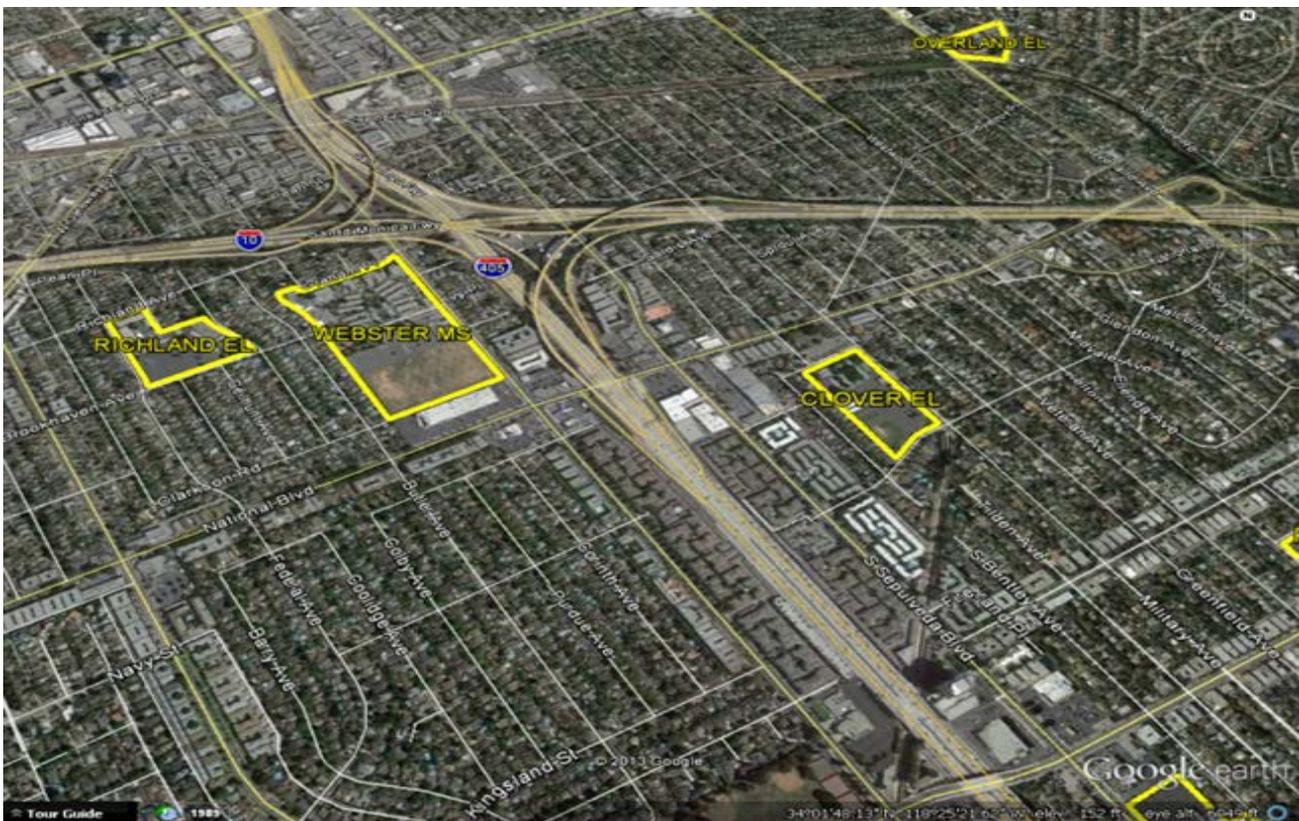
Safety Goals for 2016-2017:

Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2016
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders



Off-Site Assembly Area:

Primary Address: Richland Elementary
 Primary Contact: Gerard Grande Primary Phone #: 310-473-0467

Backup Off-Site Assembly Area:

Backup Address: Clover Elementary
 Backup Contact: Sharon Fabian Backup Phone #: 310-479-7739

Site Plan Map



Comprehensive School Safety Plan

Magnolia Science Academy-5
LAUSD

Brad Plonka, Principal
18230 Kittridge St, Reseda, CA 91335
(818) 705-5676
bplonka@magnoliapublicschools.org

A meeting for public input was held on February 3rd, 2016 at
Magnolia Science Academy-5

Reviewed by Law Enforcement on February 2, 2016

Plan Adopted by School Site Council February 10, 2016

Plan approved by Magnolia Public Schools Board February 11th,
2016

Committee members

Brad Plonka, Principal
Adrian Uribe, designee
David Carrasco, Teacher representative
Paloma Goytia, Parent of attending student
Marilyn Anaya, Classified employee
Oscar Martin, LAPD, PII Officer
Lester Orozco, Student

This document is available for public inspection on our school's
website at msa5.magnoliapublicschools.org

School Site Mission

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

Vision

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

Core Values

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

§ Scholarship

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

§ Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

§ Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

Table of Contents

1.	Assessment of the Current Status of School Crime	Page 4
2.	Programs and Strategies that Provide School Safety and Action Plan for Safe and Orderly Environment	
	a) Child Abuse Reporting Procedures	Page 4
	b) Disaster Response Procedures	Page 5
	c) Suspension and Expulsion Policies	Page 17
	d) Procedures for Notifying Teachers about Dangerous Pupils	Page 34
	e) Sexual Harassment Policy	Page 36
	f) School-wide Dress Code prohibiting gang-related apparel	Page 46
	g) Procedures for Safe Ingress and Egress from school	Page 50
	h) Procedures to Ensure a Safe and Orderly Environment	Page 51
	i) Rules and Procedures on School Discipline	Page 58
	j) Hate Crime Policies and Procedures	Page 64
	k) Bullying Prevention Policies and Procedures	Page 65
	l) Safety Goals	Page 65
	m) School Map	Page 67
	n) School Evacuation Map	Page 68

Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:

- a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
 - 1. Vehicle break-in/Theft
 - 2. Larceny/Theft
 - 3. Burglary
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. Tremendous decreases in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS were used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
- a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Verify policy is compliant with EC 44691, mandated reporter training-effective January-1-2015.

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources.

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents.

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

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

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

Disaster Response Procedures

General Policies and Procedures for Handling Safety and Specific Emergency Situations:

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
 2. Provide for a safe and coordinated response to emergency situations;
 3. Protect the school's facilities and property;
 4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
 5. Provide for interface and coordination between the school and local authorities and resources.
- Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

Fire:

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency:

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so. Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.

- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes:

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:
- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.

Assaults:

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials:

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
- Notify buildings and grounds personnel.
- Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance:

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.

- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism:

The following procedures should be used in the case of school vandalism:

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure:

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat:

Person receiving call:

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.

- Notify School Principal, or his/her designee, immediately.

The School Principal, or his/her designee will:

- Notify Police Department – Dial 911.
- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion:

If an explosion occurs at the school, the following procedures should be used:

- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riot:

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

Staff should follow these guidelines when a riot occurs:

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation:

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve situation by force.
- Be observant and remember everything that is seen or heard.

- If a rescue takes place, lie on the floor and await instructions from rescuers.

The School Principal, or his/her designee, should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from media or family.

Death of a Student:

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon:

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

- This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- 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.
-

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as situation dictates.
- Take a copy of class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurse or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate crisis intervention team to deal with any emotional trauma.
- Provide area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a

situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Laboratory/Shop
- Cafeteria/Auditorium (use for all assembly areas)
- Kitchen
- Office
- Teacher's Workroom and Employee Lounge
- Toilet
- Custodial
- Boiler Room
- Storage Room (also use for File Rooms)
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal.

When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- | | | | |
|----------|---------------|---|--------------------------|
| ü | | ü | Batteries |
| Blankets | | ü | Wet Ones |
| ü | Matches | ü | Radio (battery operated) |
| ü | Pillows | ü | Sheets |
| ü | Bottled Water | ü | Candles |
| ü | Flashlights | | |
| ü | Paper Towels | | |

Suggested first aid items:

ü		ü	Instant Ice Packs
ü	Hydrogen Peroxide	ü	Ace Bandages
ü	Iodine	ü	Package of Sewing Needles
ü	Alcohol	ü	Slings
ü	Assorted Band Aids	ü	Anti-bacterial salve
ü	Gauze	ü	Steri-strips or butterfly stitches
ü	Sterile Water (for burns)	ü	Disposable gloves
ü	Tape	ü	Face masks
ü	Scissors	ü	CPR (disposable mouthpieces)
ü	Tweezers	ü	Current first aid book
ü	Bandages		

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

School Safety Management Team

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

Suspension and Expulsion Policies

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MPS school staff has committed itself to 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 CoolSIS points

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

Alternatives to Suspension

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

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Reflection

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

In School Suspension (ISS)

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

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student

may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a schoolsponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. MPS Student/Parent Handbook 30
12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “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 section, “hazing” does not include athletic events or school sanctioned events.
18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

24. Intentionally “hacked” or broken into a School or School affiliated computer system.

25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1). MPS Student/Parent Handbook 2015-16 31

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline 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.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either MPS Student/Parent Handbook 2015-16 32 determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a schoolsponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on MPS Student/Parent Handbook 2015-16 33 school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a schoolsponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)

11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

<p>CATEGORY I</p> <p>Must Recommend Expulsion (MANDATORY)</p>	<p>CATEGORY II</p> <p>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate</p>
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	(QUASIMANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following additional findings:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.
2. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)

4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (**Grades 4 through 12 inclusive)
13. Engaged in sexual harassment. E.C. 48900.2** (**Grades 4 through 12 inclusive)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (**Grades 4 through 12 inclusive)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been

members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is MPS Student/Parent Handbook 2015-16 37 disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall MPS Student/Parent Handbook 2015-16 38 immediately be returned to his/her educational program.

Written Notice to Expel

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

1. Notice of the specific offense 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 student's district of residence. This notice shall include the following:

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

Disciplinary Records

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

Expulsion Appeals

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

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

Interim Placement

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

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

LAUSD REQUIRED LANGUAGE

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion"
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - Was the misconduct caused by, or directly and substantially related to the student's disability?

- Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act. For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. MPS has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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 CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900 (a)(1) Mutual fight (a)(2) Assault/Battery
(b) Possessed, sold or furnished dangerous object
(c) Controlled substance/alcohol
(d) Imitation controlled substance

- (e) Robbery/extortion
- (f) Vandalism
- (g) Theft
- (h) Tobacco/nicotine products
- (i) Obscene act, habitual profanity/vulgarity
- (j) Drug paraphernalia
- (k) Disruptive/willfully defiant behavior (grades 4-12)
- (l) Received stolen property
- (m) Imitation firearm
- (n) Sexual assault or battery
- (o) Harassed/threatened witness
- (p) Sale of soma
- (q) Hazing
- (r) Bullying/cyberbullying
- (t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence (gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915(c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE

Confidential

Memorandum

To: _____, Teacher

From: _____, Principal

Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because

of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the MPS Employee Handbook and MPS Student-Parent Handbook.

If harassment or discrimination occurs, school staff should:

- Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
- Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
- Document the incident, including the names of witnesses and any statements.
- Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

- Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
- Identify the parties involved.
- Seek written documentation from witnesses.
- Determine disciplinary consequences. See MPS Employee Handbook and MPS Student-Parent Handbook.
- Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
- Notify parents or legal guardian and appropriate school personnel of incident.
- Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

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

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

APPENDIX A
HARASSMENT COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

**APPENDIX B
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

B. Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);

- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

IMPORTANT NOTICE

Dear Parents/Guardians,

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.
- Each individual MPS campus may include amendments into this handbook addressing local issues.
- Any changes or additions to this handbook will be given to the students and parents in writing.

MPS STUDENT UNIFORM POLICY

BOTTOM

GIRLS

Skirts, pants, shorts, skorts, or capris are acceptable.

BOYS

Pants or shorts are acceptable.

GIRLS & BOYS

- Pants/Skirts/Skort/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

- Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

TOP

White, gray or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.

FOOTWEAR

- The majority of the shoe must be black, brown or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

PE UNIFORM

TOP:

Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during

PE. BOTTOM:

Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR:

Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Jewelry and accessories/Cosmetics

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract 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.
- 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.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student’s sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student’s sight.
- Excessive “gel” of any kind is not acceptable, and should not be visible.
- Hair may be “spiked” with gel or any similar acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

* * * 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 campus may include site-specific amendments into the uniform policy addressing local issues.

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race,

gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values, which are reinforced through its Life Skills curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.

3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.

- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.

- To take appropriate action in dealing with students who choose not to follow the rules.
- “All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school.” Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student’s attendance (tardy/absence) is recorded daily (by each teacher) in ‘real-time.’ This is one method our parents can monitor their child’s attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a ‘Behavior’ grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school’s expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.

6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our ESLR's are also integrated and further reinforced in our daily Life Skills Course, a requirement for all students in grades 6-8. Each year, the Principal will join the other 10 from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The Life Skills Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including Bullying, Cyberbullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

Life Skills is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTSC meetings. Our PTSC supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2015
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2015
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach

to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

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

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
 - Students are not allowed to loiter in the hallways.

Assemblies:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips: Students must:

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

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

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

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences, which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and "Race to the top"

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Behavior	Level 1	Level 2	Level 3
		♦ Frequent repeat of level 1 behavior	♦ Frequent repeat of level 1 or 2 behavior
Verbal Misuse	<ul style="list-style-type: none"> o Hurtful words (stupid/shut up) o Divisiveness (clique/gossip) o Excessive talking at inappropriate time o Isolated incident of inappropriate language o Excessive inappropriate noises o Excessive tattling 	<ul style="list-style-type: none"> o Disrespectful of adults o Arguing with adults o Crying and yelling 	<ul style="list-style-type: none"> o Vulgar language o Ethnic, religious or hateful slurs
Physical/Contact	<ul style="list-style-type: none"> o Impulsive touching o Playful contact o Irritating others o Aggressive play in context of recess games 	<ul style="list-style-type: none"> o Pushing with intent o Hitting o Kicking o Pinching o Throwing objects randomly o Spitting (random) o Misuse of property 	<ul style="list-style-type: none"> o Violent outburst o Fighting o Throwing object with intent to injure o Spitting at a person o Biting o Self-inflicting wound
Defiance	<ul style="list-style-type: none"> o Rolling eyes o Situational refusal to follow directions o Posturing with body in an act of defiance 	<ul style="list-style-type: none"> o Refusing to follow directions on a regular basis o Passive-aggressive behavior 	<ul style="list-style-type: none"> o Refusing to leave/enter a room, move to a different seat o Walking/running out of the classroom or away from adult supervision
Gestures	<ul style="list-style-type: none"> o Poor manners 	<ul style="list-style-type: none"> o Giving the finger in isolated incident 	<ul style="list-style-type: none"> o Graffiti/vandalism o Opening/touching own private o Touching another student inappropriately o Gestures involving any sexual behavior
Impulsiveness	<ul style="list-style-type: none"> o Off task o Shouting out in class o Disruptive o Out of seat o Noise making 	<ul style="list-style-type: none"> o Outbursts o Lack of personal boundaries 	<ul style="list-style-type: none"> o Violent outbursts/tantrums o Explosive behavior o Running from designated area
Harassment	<ul style="list-style-type: none"> o Teasing o Repeating 3rd party information o Passive participation in hurtful acts/words against others 	<ul style="list-style-type: none"> o Bullying o Hurtful acts/words against others 	<ul style="list-style-type: none"> o Sexual harassment o Cyber bullying/harassment

Assaulting, Fighting and/or Arranging Fights:

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

Bringing / Using Electronic Devices:

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

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

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

Disrupting Learning:

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

Horseplay:

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

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

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

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

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti

tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a “manifestation determination.” A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest

level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, national origin, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

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

Safety Goals for 2016-2017:

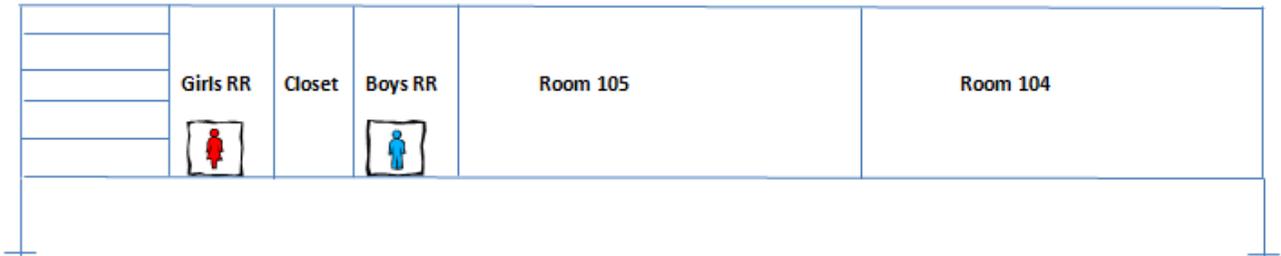
Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2016
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

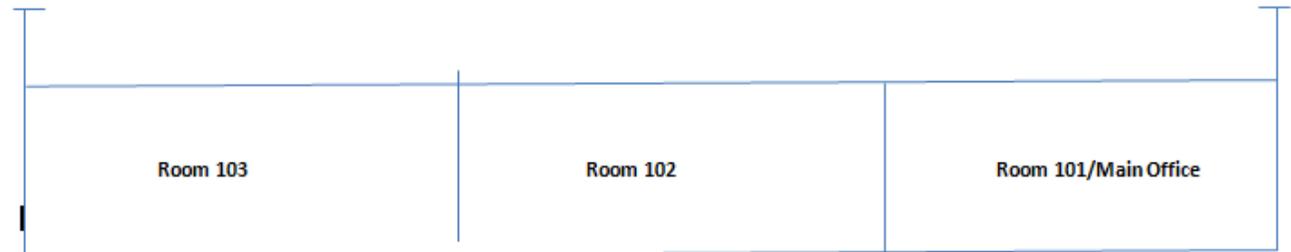
First Floor Plan



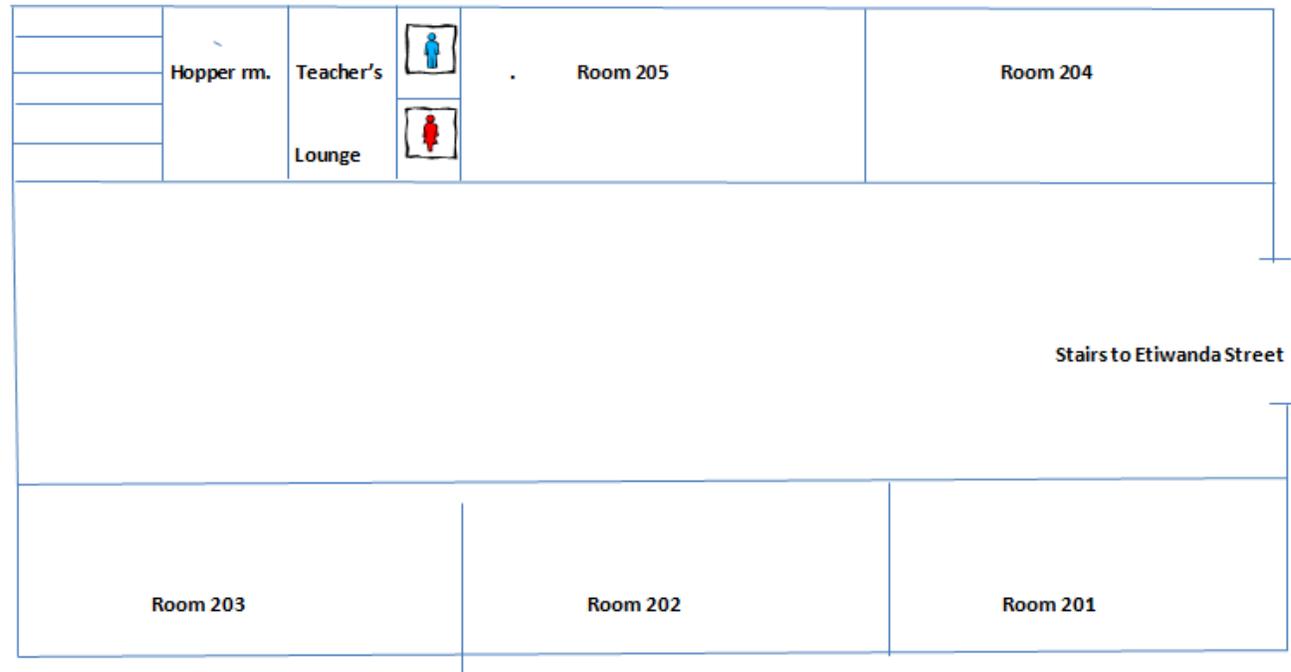
Reseda Senior High/Parking Lot



Etiwanda Street

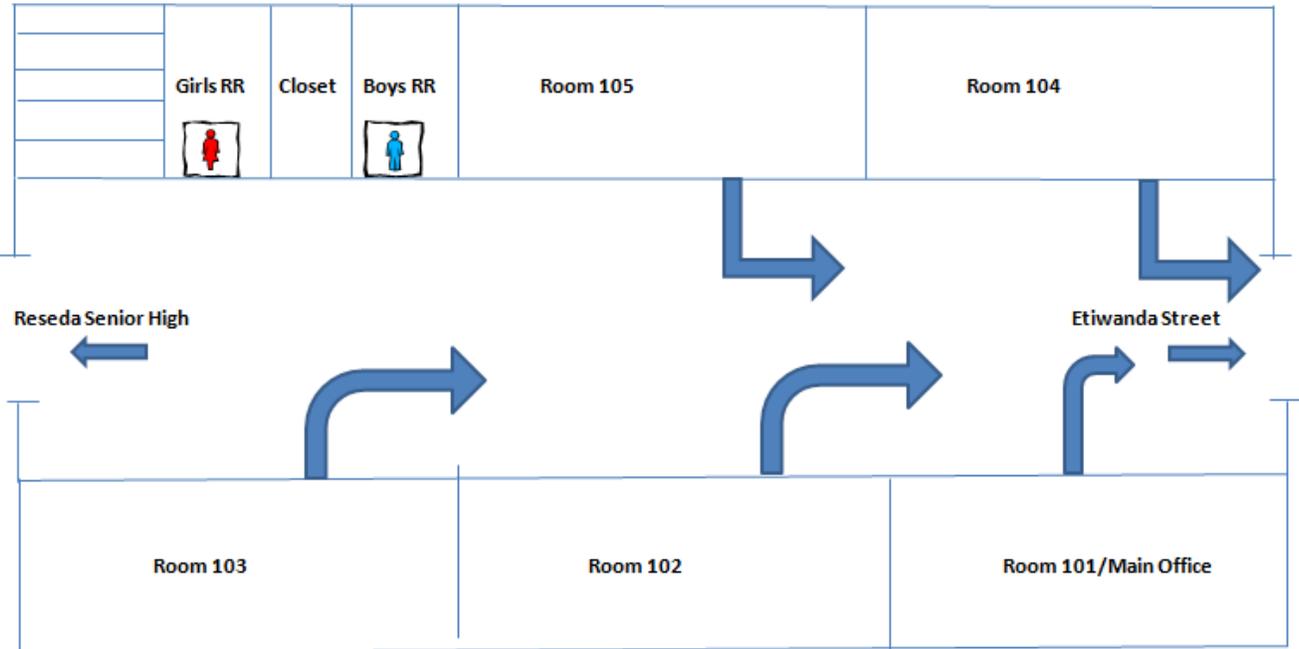


Second Floor Plan



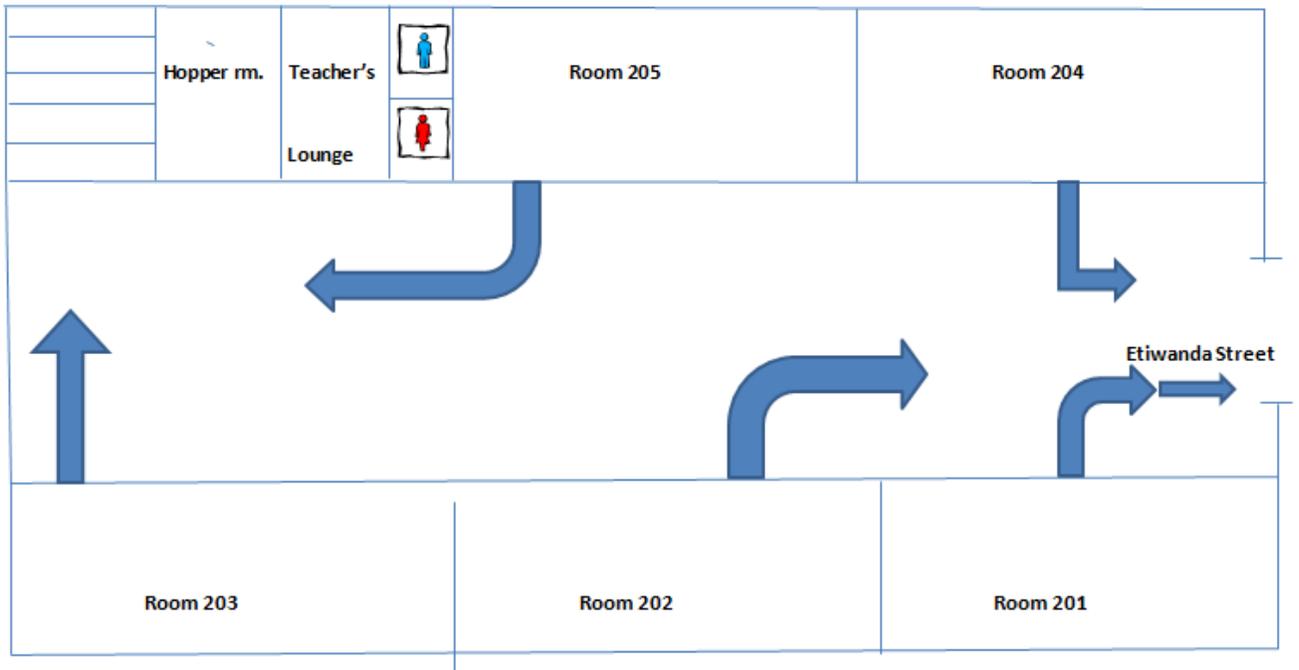
Stairs to Etiwanda Street

First Floor Evacuation Plan



*All rooms will use the doors off of Etiwanda and meet at their assigned meeting area.

Second Floor Evacuation Plan



*Rooms 203, 205, and Teacher's Lounge will use the Southeast stair case and go to the first floor and exit the building doors off of Etiwanda and meet at their assigned meeting area.. Rooms 201, 202, and 204 will use the Etiwanda Street Doors on the second floor and exit to their assigned meeting area.



Comprehensive School Safety Plan

Magnolia Science Academy-6

LAUSD

John Terzi, Principal
3754 Dunn Drive, Los Angeles CA 90034
(310)842-8555
Jterzi@magnoliapublicschools.org

A meeting for public input was held on February 3rd, 2016 at Magnolia Science Academy-6

Reviewed by Law Enforcement on February 8th, 2016

Plan Adopted by School Site Council on February 10th, 2016

Plan approved by Magnolia Public Schools Board on February 11th, 2016

Committee members

John Terzi, Principal
James Choe, designee
Mr. Nasim Azari, Teacher representative
Ms. Patty Martinez, Parent of attending student
Maria Huevo, Classified employee
Officer Reyes, LAPD, Officer
Matthew Lopez, Student

This document is available for public inspection on our school's website
at msa6.magnoliapublicschools.org

School Site Mission

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

Vision

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

Core Values

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

§ Scholarship

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

§ Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

§ Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, Life Skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

Table of Contents

1. Assessment of the Current Status of School Crime	Page 4
2. Programs and Strategies that Provide School Safety and Action Plan for Safe and Orderly Environment	Page 4
a) Child Abuse Reporting Procedures	Page 5
b) Disaster Response Procedures	Page 10
c) Suspension and Expulsion Policies	Page 22
d) Procedures for Notifying Teachers about Dangerous Pupils	Page 39
e) Sexual Harassment Policy	Page 42
f) School-wide Dress Code prohibiting gang-related apparel	Page 53
g) Procedures for Safe Ingress and Egress from school	Page 63
h) Procedures to Ensure a Safe and Orderly Environment	
1) <i>The social climate</i> -people and programs (Component 1)	Page 64
2) <i>The physical environment</i> -place (Component 2)	
i) Rules and Procedures on School Discipline	Page 71
j) Hate Crime Policies and Procedures	Page 77
k) Bullying Prevention Policies and Procedures	Page 77
l) Safety Goals	Page 78
m) School Map	Page 79
n) School Evacuation Map	Page 80

Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. From 8/12/2015 to 2/2/2016 can be found at this link:
<http://tinyurl.com/gwpsgam>
 - ii. From 1/2/2016 to 2/2/2016 can be found at this link:
<http://www.crimemapping.com/map/region/LAPDWestLosAngelesArea>
 - b. Suspension/Expulsion data:
 - i. Student information data was used from CoolSIS to identify top: referred, suspendable, expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Verify policy is compliant with EC 44691, mandated reporter training-effective January-1-2015. Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents.

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

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

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

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

Fire:

- In the case of a school fire, the following procedures should be implemented:
- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency:

- Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.
- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.

Provide the following information:

- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.
- Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes:

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.

Evacuation:

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.

Assaults:

- Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.
- If a serious assault occurs:
- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.

- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials:

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:
 - If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
 - If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
 - Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
 - Remain inside building unless ordered to evacuate by the Fire Department.
 - Fire Department will advise of further actions to be taken.
 - Do not eat or drink anything or apply cosmetics.
 - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance:

- A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:
 - Notify local Law Enforcement Authorities-Dial 911.
 - If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
 - Do not argue with participant(s).
 - Have all students and employees leave the immediate area of disturbance.
 - If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
 - If the disturbance is inside the building, follow procedures for evacuation of the school site.
 - Follow further instructions as police officials and other local law enforcement authorities issue them.
 - Draft incident report for School Principal, or his/her designee.

Vandalism:

- The following procedures should be used in the case of school vandalism:
 - Notify school principal, or his/her designee.
 - Notify building and ground maintenance personnel.
 - The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
 - If possible, identify the parties involved.
 - Interview witnesses and obtain written statements.
 - Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
 - Notify parents or legal guardian.

- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure:

- The following procedures should be used in case of utility or power failure:
 - Staff and students should remain in classroom until further instruction.
 - Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
 - Staff and students outside of a classroom at the time of the incident should report to main office.
 - Building and grounds personnel report to utility company if necessary.
 - If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
 - Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat:

- Person receiving call:
 - Listen - Do not interrupt caller.
 - If possible, alert other staff by a pre-arranged signal while the caller is on the line.
 - In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
 - Attempt to ask questions and elicit the information required to determine the severity of the threat.
 - Notify School Principal, or his/her designee, immediately.
 - The School Principal, or his/her designee will:
 - Notify Police Department – Dial 911.
 - With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:

- Classrooms and work areas.
- Public areas - foyers, office bathrooms and stairwells.
- Lockers and unlocked closets.
- Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
- Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion:

- If an explosion occurs at the school, the following procedures should be used:
 - Give DROP AND COVER command.
 - Sound building fire alarm. This will automatically implement action to leave the building.
 - Notify Fire Department – Dial 911.
 - Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Evacuate to outdoor assembly area.
 - Check attendance. Remain with students.
 - Render first aid as necessary.
 - Notify grounds and building personnel.
 - Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.

- Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riot:

- School staff should follow these guidelines when a fight occurs:
 - Send a reliable student to the office to summon assistance.
 - Speak loudly and let everyone know that the behavior should stop immediately.
 - Obtain help from other teachers if at all possible.
 - If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - Call out the names of the involved students (if known) and let them know they have been identified.
 - For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
 - Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
- Staff should follow these guidelines when a riot occurs:
 - The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - Activate needed emergency plans, which may include:

- Instructing office staff to handle communications and initiate lockdown orders.
- Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation:

- In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
 - Stay calm.
 - Don't be a hero.
 - Follow instructions of captor.
 - Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
 - Inform captors of medical or other needs.
 - Be prepared to wait; elapsed time is a good sign.
 - Don't try to escape; don't try to resolve situation by force.
 - Be observant and remember everything that is seen or heard.
 - If a rescue takes place, lie on the floor and await instructions from rescuers.
 - The School Principal, or his/her designee, should be responsible for the following:
 - Immediately notify law enforcement.
 - Move other students and teachers completely away from those who are in the hostage situation.
 - Keep everyone as calm as possible.
 - Be prepared to answer questions from media or family.

Death of a Student:

- By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no

procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon:

- If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
 - Avoid confronting the student or gunman.
 - Notify the School Principal, or his/her designee, or school office immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
 - The School Principal, or his/her designee, should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

- This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- 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.

Classroom Safety Kits:

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Hydrogen Peroxide
- Iodine
- Alcohol
- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape

MANAGEMENT ORGANIZATION CHART

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).

- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.

Suspension and Expulsion Policies

The following Student Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MPS school staff has committed itself to 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
- Publications
- Assemblies
- Positive CoolSIS points

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

Alternatives to Suspension

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

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Reflection

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

In School Suspension (ISS)

Notice of In-School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while

serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

GROUND FORS SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. MPS Student/Parent Handbook 2016-17.

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

15. 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.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.

18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

24. Intentionally “hacked” or broken into a School or School affiliated computer system.

25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aide 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). MPS Student/Parent Handbook 2016-17.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline 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.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to

the education process; or (2) the student poses a threat or danger to others. Upon either MPS Student/Parent Handbook 2016-17 determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDINGS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c) (1)
2. Brandishing a knife at another person. E.C. 48915(c) (2)
3. Unlawfully selling a controlled substance. E.C. 48915(c) (3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c) (4);
5. Possession of an explosive, as defined below. E.C. 48915(c) (5)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a) (1); 48900(a) (1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a) (2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a) (3); 48900(c).
4. Robbery or extortion. E.C. 48915(a) (4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a) (5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on MPS Student/Parent Handbook 2015-16 33 school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a) (1); 48915(b)

3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASIMANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following additional findings:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.
2. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. [See II.1]) E.C. 48900(a) (1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (**Grades 4 through 12 inclusive)
13. Engaged in sexual harassment. E.C. 48900.2** (**Grades 4 through 12 inclusive)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (**Grades 4 through 12 inclusive)

15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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 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 school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is MPS Student/Parent Handbook 2015-16 37 disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the student shall MPS Student/Parent Handbook 2015-16 38 immediately be returned to his/her educational program.

Written Notice to Expel

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

1. Notice of the specific offense 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 student's district of residence. This notice shall include the following:

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

Disciplinary Records

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

Expulsion Appeals

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

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

Interim Placement

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

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

LAUSD REQUIRED LANGUAGE

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to

discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion”
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should

include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.
For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct.

This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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 CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1) Mutual fight
 - (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
 - (p) Sale of soma
 - (q) Hazing
 - (r) Bullying/cyber bullying

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate-violence (gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915(c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE
Confidential
Memorandum

To: _____, Teacher

From: _____, Principal

Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.

Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferral or preferential treatment based on any of the protected classes above. Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the “Harassment Complaint Form.” See Appendix B for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or 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. 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, 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. 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.

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 responsibilities such as, consensual relationships in the workplace may violate MPS policy. Situations where 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 roles.

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.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
5. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
7. Notify parents or legal guardian and appropriate school personnel of incident.
8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.
-

APPENDIX A
HARASSMENT COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

APPENDIX B
COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

_____ Date: _____

Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

B. Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that

cause pain or discomfort as a form of punishment;

- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as

field trips or competitions;

- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not

permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

IMPORTANT NOTICE

Dear Parents/Guardians,

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.
- Each individual MPS campus may include amendments into this handbook addressing local issues.
- Any changes or additions to this handbook will be given to the students and parents in writing.

MPS STUDENT UNIFORM POLICY

BOTTOM

GIRLS

Skirts, pants, shorts, skorts, or capris are acceptable.

BOYS

Pants or shorts are acceptable.

GIRLS & BOYS

Pants/Skirts/Skorts/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

- Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

TOP

White, gray or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.

FOOTWEAR

- The majority of the shoe must be black, brown or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

PE UNIFORM

TOP:

Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during

PE. BOTTOM:

Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR:

Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Jewelry and accessories/Cosmetics

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract 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.
- 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.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least $\frac{1}{2}$ inch on the top and $\frac{1}{4}$ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

* * * 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 campus may include site-specific amendments into the uniform policy addressing local issues. MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

IMPORTANT NOTICE

Dear Parents/Guardians,

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.
- Each individual MPS campus may include amendments into this handbook addressing local issues.
- Any changes or additions to this handbook will be given to the students and parents in writing.

MPS STUDENT UNIFORM POLICY

BOTTOM

GIRLS

Skirts, pants, shorts, skorts, or capris are acceptable.

BOYS

Pants or shorts are acceptable.

GIRLS & BOYS

- Pants/Skirts/Skort/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

- Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

TOP

White, gray or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.

FOOTWEAR

- The majority of the shoe must be black, brown or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

PE UNIFORM

TOP:

Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during

PE. BOTTOM:

Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR:

Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.

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- Sweatshirts and jackets must be solid navy blue or gray.

Jewelry and accessories/Cosmetics

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
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- 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.
- 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.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student’s sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student’s sight.
- Excessive “gel” of any kind is not acceptable, and should not be visible.
- Hair may be “spiked” with gel or any similar acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

* * * 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 campus may include site-specific amendments into the uniform policy addressing local issues.

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its "Life Skills" curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to

be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.

- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.

- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- “All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school.” Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Component One: People and Programs

Create and maintain a caring and connected school climate

- Goal(s): All students at Magnolia Science Academy 6 will become scientific thinkers who contribute to their society in a positive and respectful way.
- Objective: Students will go through our school with positive behavior intervention system and have meaningful, positive discussions with their peers and teachers during their Life Skills class(es).
 - Related Activities: Positive Behavior Intervention System, Life Skills Classes, Reflection time (if needed), and other positive school activities.
 - Resources needed: Teachers to run these programs.
 - Person(s) responsible for implementation: Dean of Students
 - Timeline for implementation: At the beginning of the school year to the end.
 - Budget: Energy
 - Evaluation guidelines: Students will improve on their behavior and their academics throughout the school year in order to meet our goal(s).

Component Two: Place

Create and maintain a caring and connected school climate

- Goal(s): Magnolia Science Academy 6 will be able to provide a positive, safe, learning environment for our students and their families.

- Objective: Students and families of students will have a few learning opportunities that they can go to, outside school hours, in order to include parents and students in positive conversations about school climate.
 - Related Activities: Title 1 meeting(s) on Saturday, LCAP meetings, SSC meetings...etc.
 - Resources needed: Teachers, parents, principal, and anyone else who wants to be involved.
 - Person(s) responsible for implementation: Administrations
 - Timeline for implementation: Year to Year
 - Budget: n/a
 - Evaluation guidelines: Parent sign in and sign out sheet.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our ESLR's are also integrated and further reinforced in our daily Life Skills Course, a requirement for all students in grades 6-8. Each year, the Principal will join the other 10 from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The 2016-17 LIFE SKILLS Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect

- Conflict Resolution (Addressing teen issues including Bullying, Cyberbullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

LIFE SKILLS is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Association

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTSC meetings. Our PTSC supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2016

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student

and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2016
 - Budget: Refer to school's annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

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

Expected Student Behavior

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

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
 - Students are not allowed to loiter in the hallways.

Assemblies:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips: Students must:

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

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.

- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Behavior	Level 1	Level 2	Level 3
		♦ Frequent repeat of level 1 behavior	♦ Frequent repeat of level 1 or 2 behavior
Verbal Misuse	<ul style="list-style-type: none"> o Hurtful words (stupid/shut up) o Divisiveness (clique/gossip) o Excessive talking at inappropriate time o Isolated incident of inappropriate language o Excessive inappropriate noises o Excessive tattling 	<ul style="list-style-type: none"> o Disrespectful of adults o Arguing with adults o Crying and yelling 	<ul style="list-style-type: none"> o Vulgar language o Ethnic, religious or hateful slurs
Physical/Contact	<ul style="list-style-type: none"> o Impulsive touching o Playful contact o Irritating others o Aggressive play in context of recess games 	<ul style="list-style-type: none"> o Pushing with intent o Hitting o Kicking o Pinching o Throwing objects randomly o Spitting (random) o Misuse of property 	<ul style="list-style-type: none"> o Violent outburst o Fighting o Throwing object with intent to injure o Spitting at a person o Biting o Self-inflicting wound
Defiance	<ul style="list-style-type: none"> o Rolling eyes o Situational refusal to follow directions o Posturing with body in an act of defiance 	<ul style="list-style-type: none"> o Refusing to follow directions on a regular basis o Passive-aggressive behavior 	<ul style="list-style-type: none"> o Refusing to leave/enter a room, move to a different seat o Walking/running out of the classroom or away from adult supervision
Gestures	<ul style="list-style-type: none"> o Poor manners 	<ul style="list-style-type: none"> o Giving the finger in isolated incident 	<ul style="list-style-type: none"> o Graffiti/vandalism o Opening/touching own private o Touching another student inappropriately o Gestures involving any sexual behavior
Impulsiveness	<ul style="list-style-type: none"> o Off task o Shouting out in class o Disruptive o Out of seat o Noise making 	<ul style="list-style-type: none"> o Outbursts o Lack of personal boundaries 	<ul style="list-style-type: none"> o Violent outbursts/tantrums o Explosive behavior o Running from designated area
Harassment	<ul style="list-style-type: none"> o Teasing o Repeating 3rd party information o Passive participation in hurtful acts/words against others 	<ul style="list-style-type: none"> o Bullying o Hurtful acts/words against others 	<ul style="list-style-type: none"> o Sexual harassment o Cyber bullying/harassment

Assaulting, Fighting and/or Arranging Fights:

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

Bringing / Using Electronic Devices:

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

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

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

Disrupting Learning:

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

Horseplay:

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

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

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

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

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

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

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment.

Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

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

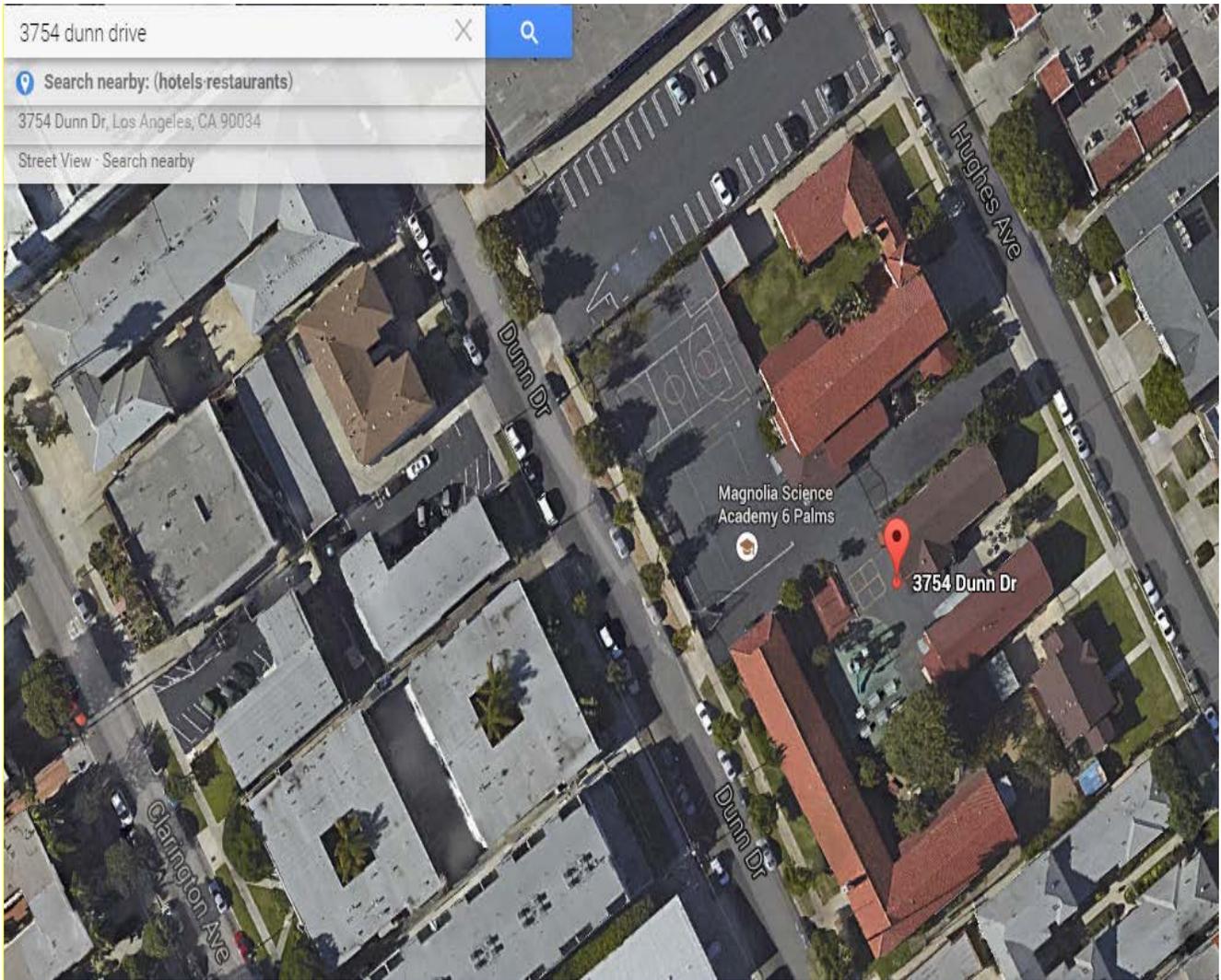
Safety Goals for 2016-2017:

Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

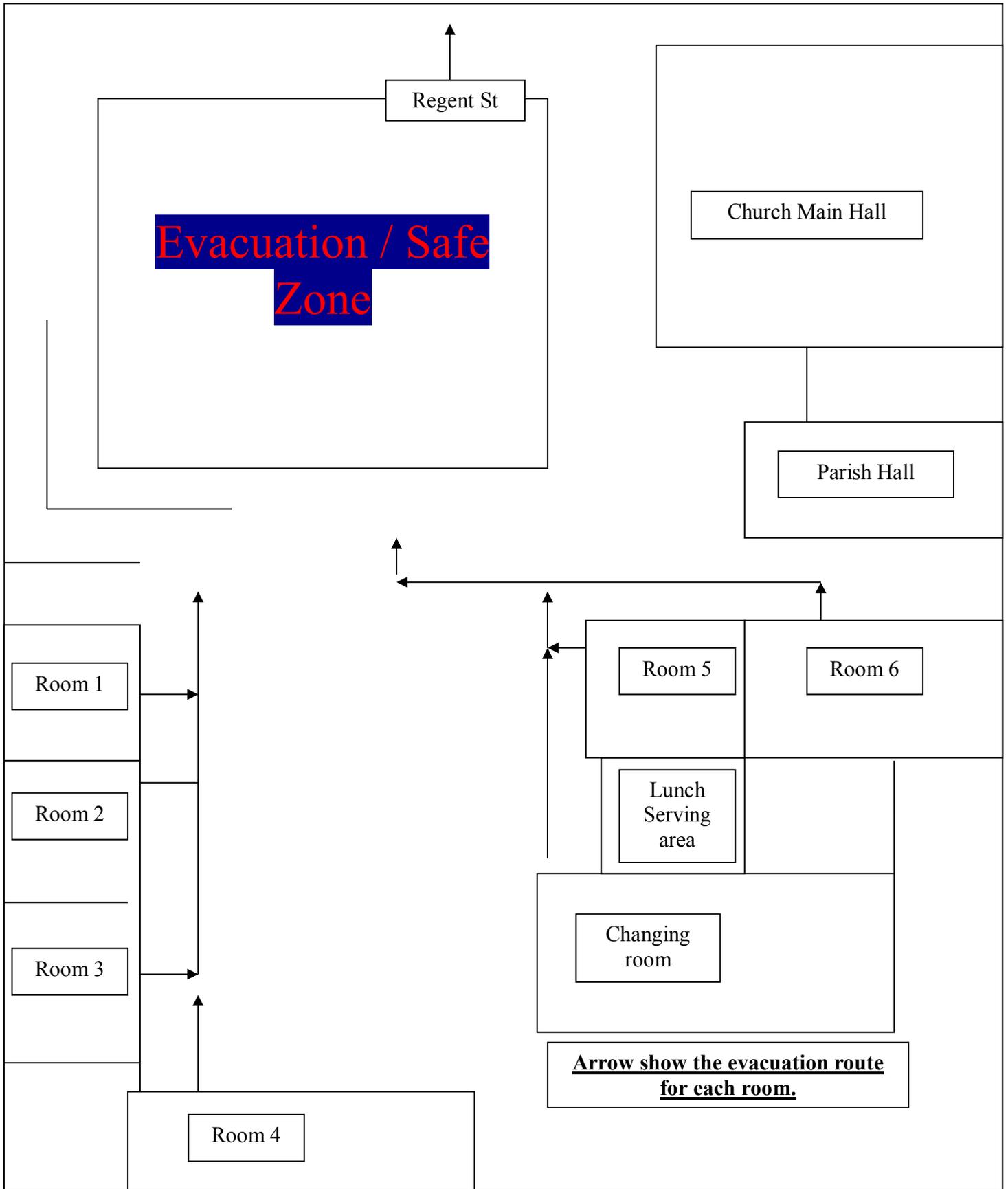
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2015
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders



School map via: Google Maps – 3754 Dunn Drive, Los Angeles CA 90034



Arrow show the evacuation route for each room.

Comprehensive School Safety Plan

Magnolia Science Academy-7
LAUSD

Fatih Metin, Principal
18355 Roscoe Blvd. Northridge, CA 91325
(818) 221 - 5328
fmetin@magnoliapublicschools.org

A meeting for public input was held on February 3, 2016 at
Magnolia Science Academy-7

Reviewed by Law Enforcement February 2, 2016

Plan Adopted by School Site Council February 8, 2016

Plan approved by Magnolia Public Schools Board
February 11, 2016

Committee members

Fatih Metin, Principal
Meagan Alonso, Designee
Elizabeth Vazquez, Teacher representative
Jennifer Mattan, Parent
Veronica Romero, Classified employee
Sgt. Frank Avila, LAPD, Senior Lead Officer
Dana Hanson, Senior Pastor, Life House Church

This document is available for public inspection on our school's
website at msa7.magnoliapublicschools.org

Public Inspection

This document is available for public inspection at Magnolia Science Academy-7 and on website at <http://msa7.magnoliapublicschools.org/>

School Site Mission

Mission

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

Vision

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

Core Values

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

Scholarship

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

Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

Statement of Purpose

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

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency situation.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;

- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency On-Site Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Table of Contents

1.	Assessment of the Current Status of School Crime	Page 6
2.	Programs and Strategies that Provide School Safety and Action Plan for Safe Orderly Environment	
a)	Child Abuse Reporting Procedures	Page 7
b)	Disaster Response Procedures	Page 11
c)	Suspension and Expulsion Policies	Page 22
d)	Procedures for Notifying Teachers about Dangerous Pupils	Page 40
e)	Sexual Harassment Policy	Page 43
f)	School-wide Dress Code prohibiting gang-related apparel	Page 53
g)	Procedures for Safe Ingress and Egress from school	Page 57
h)	Procedures to Ensure a Safe and Orderly Environment	
	1) <i>The social climate</i> -people and programs (Component 1)	Page 58
	2) <i>The physical environment</i> -place (Component 2)	Page 60
i)	Rules and Procedures on School Discipline	Page 69
j)	Hate Crime Policies and Procedures	Page 74
k)	Bullying Prevention Policies and Procedures	Page 74
l)	Safety Goals	Page 75
m)	School Map	Page 76
n)	School Evacuation Map	Page 77

Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
 1. Vehicle break in
 2. Theft/Larceny
 3. Car Theft
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration
3. We will continue to review data in the upcoming academic year to continually revise and identification appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Child Abuse Reporting Procedures

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a

written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL			
OFFICIAL CONTACTED - TITLE					TELEPHONE ()				
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS		Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME				
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
	VICTIM'S SIBLINGS		NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX
VICTIM'S PARENTS/GUARDIANS		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
		ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
		ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
D. INVOLVED PARTIES	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS		Street	City	Zip	TELEPHONE ()			
	OTHER RELEVANT INFORMATION								
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)								

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

General Policies and Procedures for Handling Safety and Specific Emergency Situations:

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.

- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.

- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.

- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

Person receiving call:

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify School Principal, or his/her designee, immediately.

The School Principal, or his/her designee will:

- Notify Police Department – Dial 911.
- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion

If an explosion occurs at the school, the following procedures should be used:

- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.

- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riot

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

Staff should follow these guidelines when a riot occurs:

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

The School Principal, or his/her designee, should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.

- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- 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.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as situation dictates.
- Take a copy of class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurse or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate crisis intervention team to deal with any emotional trauma.
- Provide area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The School Principal, or his/her designee, should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.

- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.

- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance is proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal.

When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to 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
- Publications
- Assemblies

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

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The

handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Reflection

Reflection time is held on assigned day, either during the lunch period. Students will work with the Dean of Students to discuss their behavior choices and complete a Behavior Reflection chart to take home and discuss with their families. The chart explores the student's thoughts and feelings toward the decisions they made and possible future decisions they could make.

In School Suspension (ISS)

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

Grounds for Suspension

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.

3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. MPS Student/Parent Handbook 2015-16 30
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "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 section, “hazing” does not include athletic events or school sanctioned events.

18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

24. Intentionally “hacked” or broken into a School or School affiliated computer system.

25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline 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.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either MPS Student/Parent Handbook 2015-16 32 determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Grounds for Expulsion

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a schoolsponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).

5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on MPS Student/Parent Handbook 2015-16 33 school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a schoolsponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASIMANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)

2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following additional findings:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.
2. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)

7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (**Grades 4 through 12 inclusive)
13. Engaged in sexual harassment. E.C. 48900.2** (**Grades 4 through 12 inclusive)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (**Grades 4 through 12 inclusive)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

Expulsion Procedures

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is MPS Student/Parent Handbook 2015-16 37 disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be

represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall MPS Student/Parent Handbook 2015-16 38 immediately be returned to his/her educational program.

Written Notice to Expel

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

1. Notice of the specific offense 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 student's district of residence. This notice shall include the following:

1. The student's name

2. The specific expellable offense committed by the student

Disciplinary Records

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

Expulsion Appeals

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

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

Interim Placement

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

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

General Provisions - *LAUSD REQUIRED LANGUAGE*

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion”
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 1. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 2. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act. For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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 CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1) Mutual fight
 - (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
 - (p) Sale of soma
 - (q) Hazing
 - (r) Bullying/cyberbullying
 - (t) Aiding and abetting
- E.C. 48900.2** Sexual harassment (gr 4-12)
- E.C. 48900.3** Hate violence (gr 4-12)
- E.C. 48900.4** Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7** Terrorist threats against school officials or property
- E.C. 48915**
- (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion
 - (a)(1)(E) Assault/battery of school employee
- E.C. 48915(c)**
- (c)(1) Possessing, selling, furnishing firearm
 - (c)(2) Brandishing a knife at another person
 - (c)(3) Selling a controlled substance
 - (c)(4) Committing or attempting to commit sexual assault or battery
 - (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE
Confidential
Memorandum

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the “Harassment Complaint Form.” See Appendix B for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
5. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
7. Notify parents or legal guardian and appropriate school personnel of incident.
8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

APPENDIX A
HARASSMENT COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

APPENDIX B
COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

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

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

_____ Date: _____
Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;

- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
 - Keeping the door open when alone with a student;
 - Keeping reasonable space between you and your students;
 - Stopping and correcting students if they cross your own personal boundaries;
 - Keeping parents informed when a significant issue develops about a student;
 - Keeping after-class discussions with a student professional and brief;
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
 - Involving your supervisor if conflict arises with the student;

- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code Prohibiting Gang-related Apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

Theme Dress Days

Theme 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 theme dress privileges for the remainder of the school year.

- On theme dress days, clothing must be in good taste and appropriate for school. Clothing should not be form fitting, revealing, or transparent.
- The school's dress code is strictly enforced during theme 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

IMPORTANT NOTICE

Dear Parents/Guardians,

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.
- Each individual MPS campus may include amendments into this handbook addressing local issues.
- Any changes or additions to this handbook will be given to the students and parents in writing.

MPS Student Uniform Policy

BOTTOM

GIRLS

- Skirts, pants, shorts, skorts, or capris are acceptable.

BOYS

- Pants or shorts are acceptable.

GIRLS & BOYS

- Pants/Skirts/Skorts/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.

Undergarments:

Should not be noticeable through or outside of clothing, tops and bottoms.

TOP

White, gray or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.

FOOTWEAR

- The majority of the shoe must be black, brown or gray. Small logos are acceptable. (Shoes must be closed toe.)
- "Athletic" shoes for the dress code must be completely black or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

JEWELRY AND ACCESSORIES/COSMETICS

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract 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.
- 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.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.

- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

* * * 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 campus may include site-specific amendments into the uniform policy addressing local issues.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate with the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are located in the front office.

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked witha notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

The Social Climate-People and Programs (Component 1)

Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community in numerous ways:

- Parents are involved in the following ways at our current school site:
 - Home Visit Program
 - Parent Task Force Meetings
 - Parent Volunteer Opportunities/School-wide Events
 - Open House/Family Nights
 - Back to School Nights
 - Parent-Teacher Conferences
 - CoolSis Communication Logs
 - Parent Volunteer Opportunities
 - Schoolwide Phone Call News Distribution
 - Email Newsletters
 - School Site Council
 - Public Meetings on School Policy Issues
 - Parent Trainings and Workshops
- The cultural richness of our school community is recognized and will be built upon in the following ways:
 - Partnerships with local nonprofit community organizations such as M.E.N.D, The Los Angeles Food Bank, and St. Jude Children's Hospital
 - Wallis Annenberg Performing Arts Center grant recipients
 - Members of the LACMA After School at the Museum Program

- We provide training so staff can meet the unique needs of the student body in the following ways:
 - Implement monthly staff-wide professional development on socio-emotional development issues
 - Provide training to staff on the CSUN Counseling and EDGE programs we have on site
- Set high academic and behavior goals
 - Teachers and the leadership team will monitor student progress in ELA and Math as measured by in-class/benchmark assessments and technology-based adaptive standardized tests aligned to Common Core State Standards. (2016-17 school year)
 - School staff will continue to implement and improve upon our current Positive Behavioral Interventions and Supports (PBIS)
- Improve curriculum and teaching practices
 - Teachers will provide CCSS aligned instruction using SDAIE and GLAD strategies. (2016-17 school year)
- Include health and resiliency curriculum
 - During the 2016-2017 school year, MSA7 will continue to offer Character Education lessons and weekly Health classes to all students.
 - Students will continue to participate in CSUN Counseling and EDGE programs as needed.
- Address multiple learning styles
 - The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2016)
 - Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)
 - ELA and Math Intervention Teachers will continue to provide small group intervention to targeted students.
 - Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)
 - Charter School will continue providing services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced student
- Promote caring, supportive relationships with students
 - Support the Socio-Emotional Learning of all students.
 - Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2016-17 school year)
 - Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
 - Continue employing an onsite school psychologist and counselors from California State University Northridge

- Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)
- Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)
- Provide opportunities for student to have meaningful participation in school and community service
 - Partnerships with local nonprofit community organizations such as M.E.N.D, The Los Angeles Food Bank, and St. Jude Children’s Hospital
- Communicate clear discipline standards
 - Parent meetings, CoolSis online behavior support systems, parent calls, communication logs, posters in the hallway and classrooms all communicate clear discipline standards
- Communicate procedures to report and deal with threats
 - Trainings are provided to deal with threats on and off campus to staff and students in accordance with the above procedures stated in the Emergency section of the plan.
- Train staff on bullying prevention and tolerance
 - Staff will continue to be training on bullying prevention and tolerance, including through PD’s at staff meetings as well as online trainings.
- Provide training for student and staff on dangers of drugs and alcohol
 - Staff will continue to receive trainings on dangers of drugs through staff online trainings and in PD’s
 - School will continue to include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. In addition, school will take all necessary steps to address mental health care of pupils who have witnessed a violent act at any time, related to school activity, in accordance with the addendum to EC 32281.1

The Physical Environment-Place (Component 2)

Our school creates a physical environment that communicates respect for learning and for individuals and safety in the following ways:

- MSA 7 maintains a clean environment through utilizing custodial staff in the general areas (hallways/ restrooms and other common areas), and the teachers and students also are encouraged to maintain classrooms that are clean, orderly settings that contribute to the learning environment.
- MSA 7 involves itself in the community by participating in numerous community events throughout the school year.
- Make your campus secure from outside criminal activity
 - Our campus is a closed campus and entrance and exit gates are locked at all times

- Monitor and supervise all areas
 - Students are limited to certain areas during the morning, lunch and after school to limit students from loitering and to maximize supervision efforts.
 - Administrators supervise campus during lunch as well as before and after school.
 - Teachers and our Campus Aid help supervise students on campus throughout the day

- Provide a pleasant eating area and healthy food
 - Students receive healthy snacks and meals at the on-site cafeteria
 - Food choices include options such as salads, yogurt, milk and vegetables

- Maintain clean and safe restrooms
 - We have custodial staff who clean the restrooms daily with disinfectant and restock supplies including toilet paper and soap in each restroom prior to the beginning of the next day. Floors are mopped, and toilets as well as sinks are scrubbed.

- Provide adequate lighting in all areas
 - Lighting is provided throughout outdoor parts of campus and surrounding school area with large lights that help ensure safety

- Provide student with current textbooks and materials
 - Students receive textbooks for all classes that are aligned with the latest Common Core State Standards. In addition, online support resources are provided to supplement learning

- Maintain a variety of sports facilities and equipment
 - A large outdoor field is available on campus for students to play soccer, football, frisbee, and other outdoor sports. In addition, basketball and volleyball courts are located on paved adjacent courts. Further, two outdoor playground areas are available for students to play. These facilities are utilized, during recess, lunch and PE, and after school during ASES club time.

- Provide a well stocked library
 - Our campus library is stocked with books that cover a broad range of topics and AR reading levels. Students are able to use the library to pick books to reach which they may check out three days per week.

- Deal with vandalism before students return to school
 - Before students return to school, photo documentation is recorded to keep information and proof about the type of vandalism that occurs. When property damage is discovered, students and their families are contacted to discuss a plan to have responsible parties replace damaged goods. Also, community service restorative practices are established to provide an opportunity to resolve issue. Also, if graffiti occurs, gang task experts will be consulted to see if danger is an issue for students as well to see if a student who might be affiliated with gang will have the opportunity to receive support interventions.

- Inventory, Identify and store valuable property
 - Computer Lab is locked nightly. Also, the computers are numbered in the lab and classrooms to be able to keep an inventor. Teachers keep inventory of their valuable

belongings at the beginning of the year in their classroom, as well as at the end of the year on a tracker that is sent to the Admin.

- Provide training for security personnel and staff
 - Training is provided to security and personnel staff during PD's where collaboration takes place. At the district symposium, break-off sessions related to position and responsibility occur.
- Engage students and the community in campus beautification projects
 - Students are invited to volunteer and beautify the school during lunch and after school as well as family days.
- Promote policy that weapons and drugs are not on campus
 - Our school policy prevents weapons and drugs from being on campus.

The Social Climate and the Physical Environment (Continued)

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

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

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.

- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- “All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school.” Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our SLO's are also integrated and further reinforced in our Life Skills and Character Education programs. Each year, the Principal will join the other principals from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The Life Skills and Character Education Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)

- Core Character Traits and Values
- Conflict Resolution (Addressing teen issues including Bullying, Cyberbullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

Life Skills and Character Education are an enriching programs that provide our students with valuable skills to excel academically and socially in the 21st century. The teachers lead the lessons, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters

and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

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

Expected Student Behavior

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

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips: Students must:

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

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

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

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Behavior	Level 1	Level 2	Level 3
		♦ Frequent repeat of level 1 behavior	♦ Frequent repeat of level 1 or 2 behavior
Verbal Misuse	<ul style="list-style-type: none"> ○ Hurtful words (stupid/shut up) ○ Divisiveness (clique/gossip) ○ Excessive talking at inappropriate time ○ Isolated incident of inappropriate language ○ Excessive inappropriate noises ○ Excessive tattling 	<ul style="list-style-type: none"> ○ Disrespectful of adults ○ Arguing with adults ○ Crying and yelling 	<ul style="list-style-type: none"> ○ Vulgar language ○ Ethnic, religious or hateful slurs
Physical/Contact	<ul style="list-style-type: none"> ○ Impulsive touching ○ Playful contact ○ Irritating others ○ Aggressive play in context of recess games 	<ul style="list-style-type: none"> ○ Pushing with intent ○ Hitting ○ Kicking ○ Pinching ○ Throwing objects randomly ○ Spitting (random) ○ Misuse of property 	<ul style="list-style-type: none"> ○ Violent outburst ○ Fighting ○ Throwing object with intent to injure ○ Spitting at a person ○ Biting ○ Self-inflicting wound
Defiance	<ul style="list-style-type: none"> ○ Rolling eyes ○ Situational refusal to follow directions ○ Posturing with body in an act of defiance 	<ul style="list-style-type: none"> ○ Refusing to follow directions on a regular basis ○ Passive-aggressive behavior 	<ul style="list-style-type: none"> ○ Refusing to leave/enter a room, move to a different seat ○ Walking/running out of the classroom or away from adult supervision
Gestures	<ul style="list-style-type: none"> ○ Poor manners 	<ul style="list-style-type: none"> ○ Giving the finger in isolated incident 	<ul style="list-style-type: none"> ○ Graffiti/vandalism ○ Opening/touching own private ○ Touching another student inappropriately ○ Gestures involving any sexual behavior
Impulsiveness	<ul style="list-style-type: none"> ○ Off task ○ Shouting out in class ○ Disruptive ○ Out of seat ○ Noise making 	<ul style="list-style-type: none"> ○ Outbursts ○ Lack of personal boundaries 	<ul style="list-style-type: none"> ○ Violent outbursts/tantrums ○ Explosive behavior ○ Running from designated area
Harassment	<ul style="list-style-type: none"> ○ Teasing ○ Repeating 3rd party information ○ Passive participation in hurtful acts/words against others 	<ul style="list-style-type: none"> ○ Bullying ○ Hurtful acts/words against others 	<ul style="list-style-type: none"> ○ Sexual harassment ○ Cyber bullying/harassment

Assaulting, Fighting and/or Arranging Fights:

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

Bringing / Using Electronic Devices:

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

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

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

Disrupting Learning:

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

Horseplay:

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

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

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

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

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti

tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a “manifestation determination.” A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

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

Goals and Objectives 2016-17

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1 - School Climate

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
 - Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

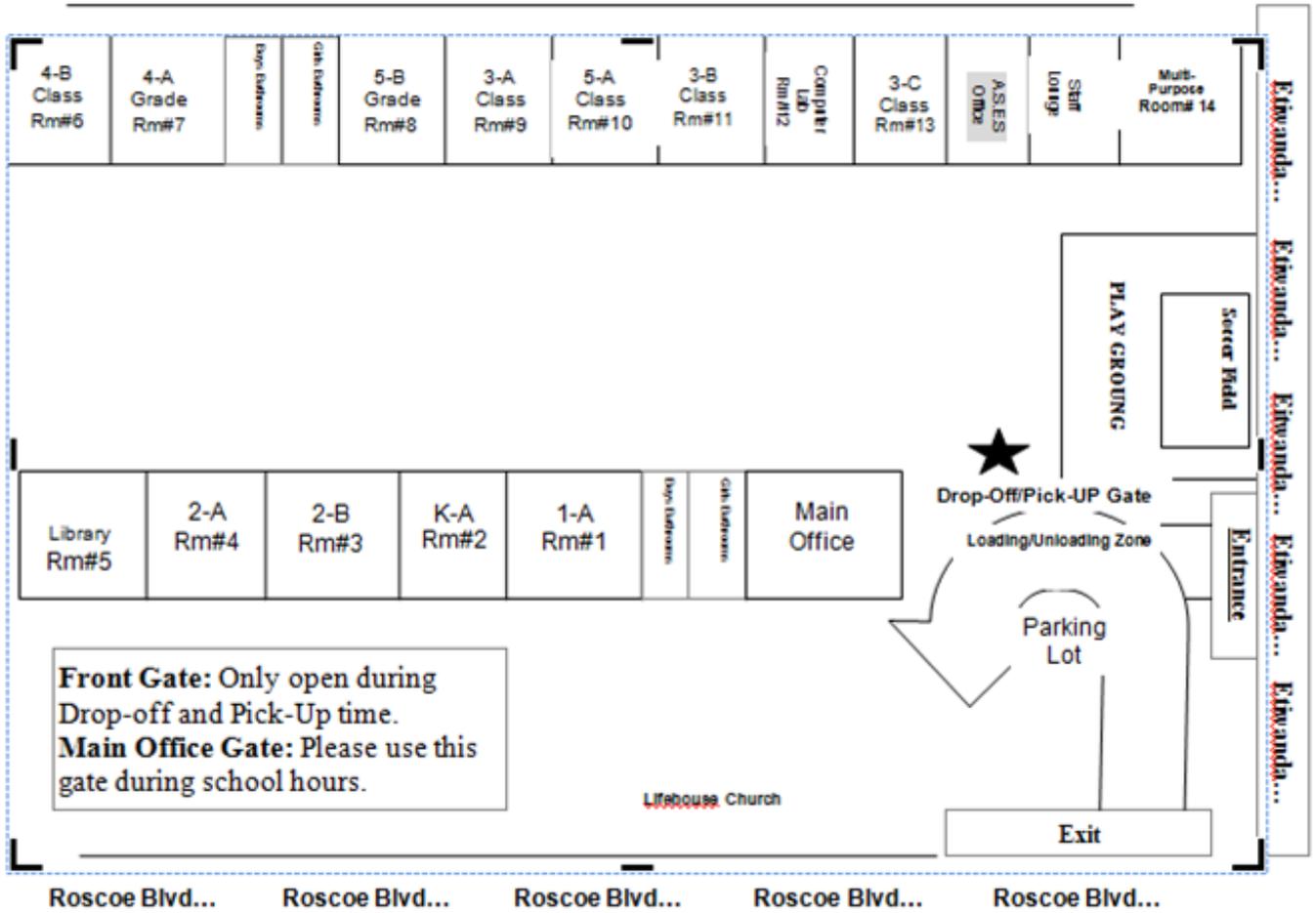
Component 2 - Physical Environment

- Goal(s): Maintain and upkeep a safe school campus
 - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2016
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

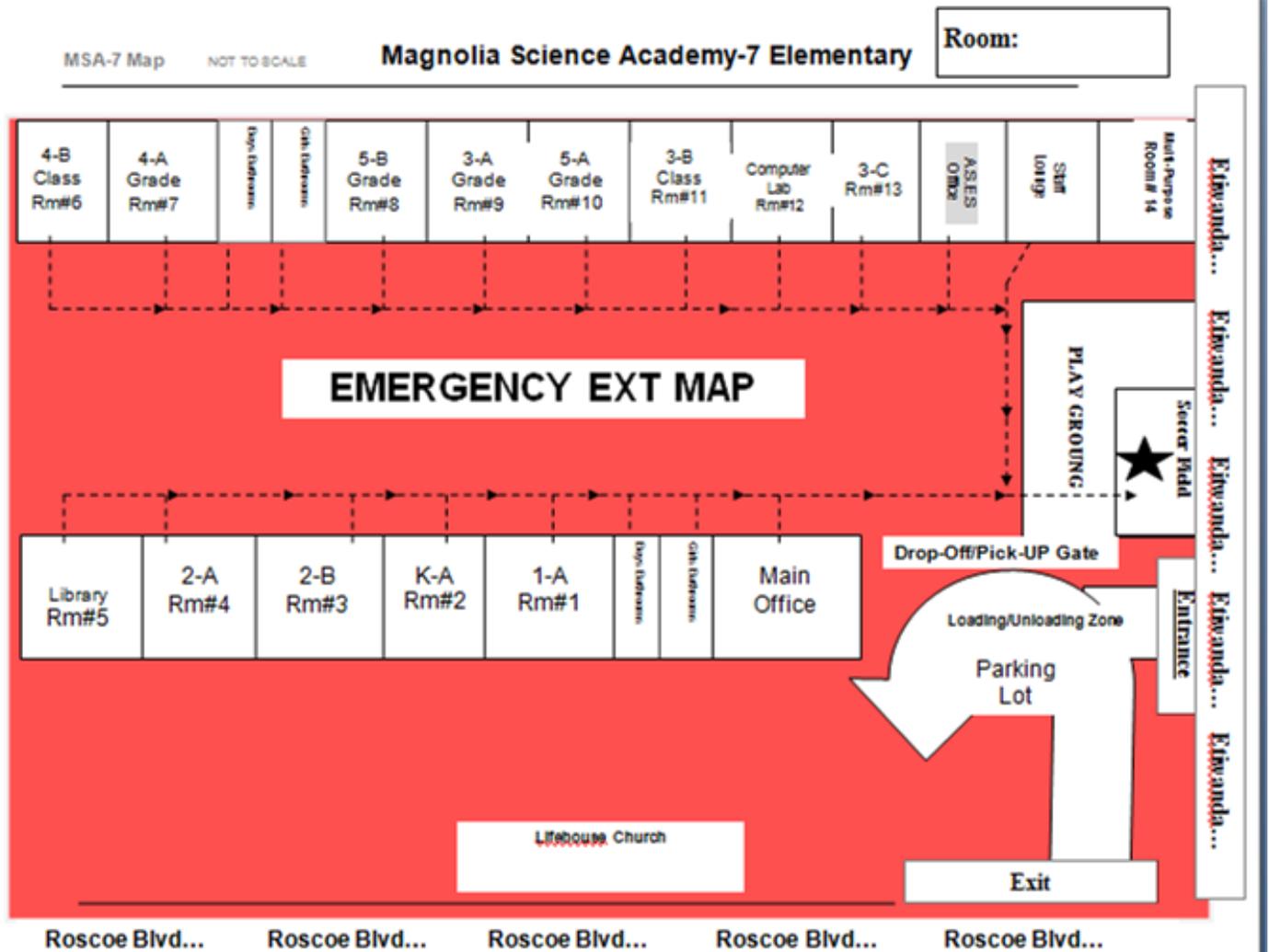
MSA-7 School Map

MSA-7 Map NOT TO SCALE

Magnolia Science Academy-7 Elementary



MSA-7 Emergency Map



Comprehensive School Safety Plan

Magnolia Science Academy-8 Bell

Magnolia Public Schools

Jason Hernandez, Principal

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A meeting for public input was held on February 3, 2016 at Magnolia Science Academy-8 Bell

Reviewed by Law Enforcement on February 4, 2016

Plan Adopted by School Site Council February 10, 2016

Plan (Submitted for Approval)to Magnolia Public Schools Governing Board on Feb 11, 2016

Committee Members

Jason Hernandez, Principal

David Garner, Dean of Students

Hilary Estes, Teacher representative

Alvin Park, Teacher representative

Daniel Cortez, Teacher representative

Guadalupe Garcia, Parent of attending student

Evelyn Avelar, Attending student / ASB Student Council Secretary

Wilkins Cervantes, Classified employee

Officer Jaimes, Senior Lead Officer

Tyri Williams, Community member

*****This document is available for public inspection at Magnolia Science Academy-8 Bell and on website at <http://msa8.magnoliapublicschools.org/>*

Table of Contents

<u>School Site Mission</u>	page 7
<u>Vision</u>	page 7
<u>Core Values</u>	page 7
<u>Statement of Purpose</u>	page 8
<u>Staffing</u>	page 8
Employee Preparedness	
Employee Skills	
Employee/Student Special Needs	
Emergency On-Site Personnel	
Notification List	
<u>Assessment of the Current Status of School Crime</u>	page 10

Programs and Strategies that Provide School Safety and Action Plan for Safe and Orderly Environment

<u>Child Abuse Reporting Procedures</u>	page 12
Reportable Offenses	
Responsibility for Reporting	
Reporting Procedures	
Victim Interviews by Social Services/Law Enforcement	
Release of Child to Peace Officer	
Suspected Child Abuse Report – Form	
<u>Disaster Response Procedures</u>	page 17
Emergencies	
Fire	
Medical Emergency	
Earthquakes	
Assaults	
Hazardous Materials	
Civil Disturbance	
Vandalism	
Utility or Power Failure	
Bomb Threat	

Explosion
Fighting or Riot
Hostage Situation
Death of a Student
Intruder or Individual with Deadly Weapon
Lock Down
Use of School Facilities for Mass Care and Welfare Shelters
Evacuation
Drugs, Alcohol and Tobacco
Floor Plan
Fire Drills

School Safety Management Team page 31

Management Organization Chart
Guidelines for Handling the Media
Annual Inspections
Parental Notification

Suspension and Expulsion Policies page 34

Progressive Positive Discipline - Positive Consequences
Alternatives to Suspension
Reflection
In School Suspension (ISS)

Grounds for Suspension page 37

Jurisdiction
Enumerated Offenses

Suspension Procedures page 40

Conference
Notice to Parents/Guardians
Suspension Time Limits
Suspension Appeals
Recommendation for Placement/Expulsion
Access to Education

<u>Grounds for Expulsion</u>	page 43
Jurisdiction	
<u>Expulsion (Mandatory and Discretionary Offenses)</u>	page 43
Category I	
Category II	
Category III	
Additional Findings	
<u>Matrix for Student Suspension & Expulsion Recommendations</u>	page 47
<u>Expulsion Procedures</u>	page 50
Authority to Expel	
Expulsion Hearing	
Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses	
Record of Expulsion Hearing	
Presentation of Evidence	
Written Notice to Expel	
Disciplinary Records	
Expulsion Appeals	
Interim Placement	
General Provisions - <i>LAUSD REQUIRED LANGUAGE</i>	
Students with Disabilities	
Notification of the District	
Outcome Data	
Rehabilitation Plans	
Readmission	
Reinstatement	
Gun Free Schools Act	
<u>Procedures for Notifying Teachers about Dangerous Pupils</u>	page 58
Notification on School Letterhead	
<u>Sexual Harassment Policy</u>	page 62
Policy Prohibiting Unlawful Harassment	
Prohibited Unlawful Harassment	
Prohibited Unlawful Sexual Harassment:	

<u>Sexual Abuse and Sex Trafficking</u>	page 65
<u>Harassment and Discrimination</u>	page 65
Internal Complaint Review	
Internal Complaints	
Policy for Complaints Against Employees	
General Requirements	
<u>Harassment Complaint Form</u>	page 69
<u>Complaint Form</u>	page 71
Staff/Student Interaction Policy	
Corporal Punishment	
Acceptable and Unacceptable Staff/Student Behavior:	
Duty to Report Suspected Misconduct	
Unacceptable Staff/Student Behaviors (Violations of this Policy)	
Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission	
Cautionary Staff/Student Behaviors	
<u>School-wide Dress Code Prohibiting Gang-Related Apparel</u>	page 77
<u>Dress Code</u>	page 77
Free Dress & Theme Dress Days Code	
Important Notice	
<u>MPS Student Uniform Policy</u>	page 79
Bottom	
Top	
Footwear	
PE Uniform	
Outerwear	
Jewelry and accessories/Cosmetics	
Hair	
<u>Procedures for Safe Ingress and Egress from School</u>	page 83
<u>Procedures to Ensure a Safe and Orderly Environment</u>	page 84
<u>The Social Climate-People and Programs (Component 1)</u>	page 84

<u>The Physical Environment-Place (Component 2)</u>	page 88
<u>The Social Climate and the Physical Environment (Continued)</u>	page 92
Core Values	
Value: Scholarship Value: Critical Thinking	
Value: Social Responsibility Value: Effective Communication	
Effective Communication	
Parent Concerns	
Students' Rights and Responsibilities	
Parents' Rights and Responsibilities	
Teachers' Rights and Responsibilities	
Administrators' Rights and Responsibilities	
CoolSIS Information	
<u>Our Graduates Will Be</u>	page 97
Critical Thinkers	
Effective Communicators	
21 st Century Scholars	
Socially Responsible Global Citizens	
Life Skills	
Parent Task Force (PTF)	
Professional Development	
Physical Environment	
<u>Goals and Objectives</u>	page 99
Component 1 - School Climate	
Component 2 - Physical Environment	
<u>Rules and Procedures on School Discipline</u>	page 100
Expected Student Behavior	
Breakfast/Lunch Time	
On Campus	
Assemblies	
Public Areas	
Classroom	
COOLSIS Behavior Points	

Positive Rewards
 Negative Consequences
 Unacceptable Types of Behavior
 Assaulting, Fighting and/or Arranging Fights
 Bringing / Using Electronic Devices
 Scholastic Dishonesty
 Texting/Sexting
 Disrupting Learning
 Horseplay
 Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs
 and/or Alcohol
 False Fire Alarms
 Forgery of Signatures
 Vulgarity, Profanity and Obscenity
 Behaving Disrespectfully Towards Teachers or Staff
 Smoking or Use of Other Tobacco Products
 Stealing and/or Vandalizing School/Private Property & Graffiti
 Displaying Threatening Behavior
 Bringing Weapon in School
 Possession or Use of Fireworks
 Arson
 Public Display of Affection
 Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate
 School Rules
 Students with an IEP

Hate Crime Policies and Procedures page 108

Bullying Prevention Policies and Procedures page 108

MPS Student Agreement

Harassment of Students, Teachers, Administrators, or Staff:

Student Hazing

Evacuation Map 1 for MSA8 Bell - ORCHARD ACADEMIES page 110

Evacuation Map 2 for MSA8 Bell - ORCHARD ACADEMIES page 111

Emergency Drill Schedule for MSA8 Bell - ORCHARDACADEMIES page 112

School Site Mission

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

Vision

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

Core Values

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

Scholarship

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

Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to

affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

Statement of Purpose

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

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This plan encompasses a broad range of potential safety issues and major emergencies. In addition, the plan includes components related to protocols concerning the social and physical climate, as well as goals and objectives that will help assess the effectiveness of the plan over the coming academic year.

Staffing

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

1. Review of this Plan and any other emergency policies and procedures;
2. Review of an employee's role during an emergency;
3. Knowledge of how to conduct and evaluate required drills;

4. Familiarity with the layout of buildings, grounds and all emergency procedures;
5. Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
6. Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

1. Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
2. Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
3. Update the contents of classroom emergency kit and keep it in a safe, accessible location;
4. Participate fully in fire, earthquake and evacuation drills;
5. Have planned activities for students for use during periods of confinement during an emergency situation.

The School Principal, or his/her designee, is responsible for the following:

1. Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
2. Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
3. Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
4. Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;

5. Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
6. Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
7. Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
8. Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
9. Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency On-Site Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Notification List

See attachment ORCHARD ACADEMIES - SCHOOL SITE MANAGEMENT ORGANIZATION CHART

Assessment of the Current Status of School Crime

Our school works to create a safe environment for all stakeholders. However, over the past year, incidents have occurred on campus involving theft, possession of drugs, self harm, physical altercations, and bullying that require ongoing attention and support to prevent.

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Of the 523 reported crimes that occurred from 1/31/15 to 1/31/16 within two miles of MSA-8 Bell, below are the top three crime violations in our area, based on www.crimemapping.com/map/region/
 1. Grand Theft Auto
 2. Petty Theft
 3. Assault
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. CoolSIS is a tool used to compile behavior data to identify any property damage that has occurred. In addition, electronic communication from teachers, staff, community members, and law enforcement agencies are used to compile information regarding such incidents.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS. Our district attendance goal is to be above 93% for the daily attendance of our students.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Amongst the support resources consulted for this process are:
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Reflection Committee (sometimes referred to as “Justice League”)

- d. Administration
- e. Local School Administration
- f. School Site Council
- g. Parent Task Force
- h. Student Leadership / Student Council
- i. Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identification appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Programs and Strategies that Provide School Safety and Action Plan for Safe and Orderly Environment

Child Abuse Reporting Procedures

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does

not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services

800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

General Policies and Procedures for Handling Safety and Specific Emergency Situations:

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

Fire

In the case of a school fire, the following procedures should be implemented:

1. Sound building fire alarm.
2. Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).

- Exact location of the fire within the building.
- 3. Have students and staff evacuate the building in accordance with established procedures.
- 4. Evacuate to outdoor assembly area.
- 5. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- 6. Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- 7. Render first aid as necessary.
- 8. Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
2. Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
3. Notify the school office that an individual has been injured and an ambulance has been called.
4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep victim warm with a coat or blanket.
6. Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.

7. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
2. After shaking stops, check for injuries, and render first aid.
3. If ordered by School Principal or his/her designee, evacuate.
4. Do not return to building.
5. Do not light any fires.
6. Keep a safe distance from any downed power lines.
7. Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
8. Stay alert for aftershocks.
9. Beware that shaking may activate fire alarm or sprinkler systems.
10. Elevators and stairways will need to be inspected for damage before they can be used.
11. School Principal, or his/her designee, will issue further instructions.

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the School Principal, or his/her designee.
7. School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a science lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

1. If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
2. If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
3. Notify buildings and grounds personnel.
4. Close all windows and doors if the spill is outside.

5. Request that buildings personnel shut off HVAC systems if it might spread toxic material.
6. Remain inside building unless ordered to evacuate by the Fire Department.
7. Fire Department will advise of further actions to be taken.
8. Do not eat or drink anything or apply cosmetics.
9. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
10. The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

1. Notify local law enforcement authorities - Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

1. Notify school principal, or his/her designee.
2. Notify building and ground maintenance personnel.

3. The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
4. If possible, identify the parties involved.
5. Interview witnesses and obtain written statements.
6. Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
7. Notify parents or legal guardian.
8. Determine what disciplinary measures are appropriate (in-house or police involvement).
9. Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

1. Staff and students should remain in classroom until further instruction.
2. Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
3. Staff and students outside of a classroom at the time of the incident should report to main office.
4. Building and grounds personnel report to utility company if necessary.
5. If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
6. Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

Person receiving call:

1. Listen - Do not interrupt caller.
2. If possible, alert other staff by a pre-arranged signal while the caller is on the line.
3. In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.

4. Attempt to ask questions and elicit the information required to determine the severity of the threat.
5. Notify School Principal, or his/her designee, immediately.

The School Principal, or his/her designee will:

1. Notify Police Department – Dial 911.
2. With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas – offices, bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
3. With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
4. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
5. An incident report should be drafted before the end of the workweek.

Explosion

If an explosion occurs at the school, the following procedures should be used:

1. Give DROP AND COVER command.
2. Sound building fire alarm. This will automatically implement action to leave the building.
3. Notify Fire Department – Dial 911.
4. Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.

5. Evacuate to outdoor assembly area.
6. Check attendance. Remain with students.
7. Render first aid as necessary.
8. Notify grounds and building personnel.
9. Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
10. Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
11. Draft incident report by the end of the week.

Fighting or Riot

School staff should follow these guidelines when a fight occurs:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. Obtain help from other teachers if at all possible.
4. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
5. Call out the names of the involved students (if known) and let them know they have been identified.
6. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
7. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
8. Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

Staff should follow these guidelines when a riot occurs:

1. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

1. Stay calm.
2. Don't be a hero.
3. Follow instructions of captor.
4. Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captors of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve situation by force.

8. Be observant and remember everything that is seen or heard.
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

The School Principal, or his/her designee, should be responsible for the following:

1. Immediately notify law enforcement.
2. Move other students and teachers completely away from those who are in the hostage situation.
3. Keep everyone as calm as possible.
4. Be prepared to answer questions from media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of

feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.

4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.

6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the School Principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5. If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

1. The School Principal, or his/her designee, will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The School Principal, or his/her designee, should remain calm and under control and give clear directions.
2. Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
3. If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

1. Notify the school district office, county official or designee.
2. Notify local law enforcement authorities.
3. Notify school transportation support.
4. Note the special needs of students or staff.
5. Direct clerical staff to take schools master enrollment list.
6. Direct school nurse or designee to prepare emergency medications to be transported.
7. Direct all personnel to leave the building and secure the building.
8. Notify students' parents or legal guardians as situation permits.

School staff should:

1. Plan to evacuate his/her class and ride the bus or walk as situation dictates.
2. Take a copy of class enrollment list.
3. Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
4. Notify School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

1. Notify school nurse or local medical personnel of any medical emergencies.
2. Consider how students will be fed and restroom needs met.
3. Activate crisis intervention team to deal with any emotional trauma.
4. Provide area and materials for parents who may arrive to pick up students.
5. Provide an area for non-school community evacuees.

Drugs, Alcohol and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

1. Identify the parties involved.
2. Notify the School Principal or his/her designee immediately.
3. Follow-up with a written incident report, including any witness statements.

The School Principal, or his/her designee, should do the following:

1. Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
2. Isolate the parties involved for interview/investigation.
3. Notify parent or legal guardian.
4. Obtain witness statements and document in a written incident report.
5. Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
6. Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

See attachment 2016-2017 Orchard Academies Emergency Drill Schedule

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team

See attachment: ORCHARD ACADEMIES - SCHOOL SITE

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

· Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

1. Classroom
2. Corridors
3. Laboratory/Shop
4. Cafeteria/Auditorium (use for all assembly areas)
5. Kitchen
6. Office
7. Teacher's Workroom and Employee Lounge
8. Toilet
9. Custodial
10. Boiler Room
11. Storage Room (also use for File Rooms)
12. Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist.

Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school.

Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- ü Blankets
- ü Matches
- ü Pillows
- ü Bottled Water
- ü Flashlights
- ü Paper Towels
- ü Batteries
- ü Wet Ones
- ü Radio (battery operated)
- ü Sheets
- ü Candles

Suggested first aid items:

- ü Hydrogen Peroxide
- ü Iodine
- ü Alcohol
- ü Assorted Band Aids
- ü Gauze

- ü Sterile Water (for burns)
- ü Tape
- ü Scissors
- ü Tweezers
- ü Bandages
- ü Instant Ice Packs
- ü Ace Bandages
- ü Package of Sewing Needles
- ü Slings
- ü Anti-bacterial salve
- ü Steri-strips or butterfly stitches
- ü Disposable gloves
- ü Face masks
- ü CPR (disposable mouthpieces)
- ü Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and

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

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

Progressive Positive Discipline - Positive Consequences

MPS school staff has committed itself to 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 CoolSIS points

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

Alternatives to Suspension

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

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Reflection

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

In School Suspension (ISS)

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

Grounds for Suspension

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Unlawfully possessed, used, sold 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.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property.

8. Stole or attempted to steal school property or private property.

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. MPS Student/Parent Handbook 2015-16 30

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

15. 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.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school sanctioned events.

18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact

upon the individuals academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

24. Intentionally “hacked” or broken into a School or School affiliated computer system.

25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1). MPS Student/Parent Handbook 2015-16 31

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation”

involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

(Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline 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.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either MPS Student/Parent Handbook 2015-16 32 determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Grounds for Expulsion

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on MPS Student/Parent Handbook 2015-16 33 school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASIMANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3);

	48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following additional findings:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.
2. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)

4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (**Grades 4 through 12 inclusive)
13. Engaged in sexual harassment. E.C. 48900.2** (**Grades 4 through 12 inclusive)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (**Grades 4 through 12 inclusive)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)

18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)

19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)

20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

Expulsion Procedures

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is MPS Student/Parent Handbook 2015-16 37 disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting

would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the student shall MPS Student/Parent Handbook 2015-16 38 immediately be returned to his/her educational program.

Written Notice to Expel

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

1. Notice of the specific offense 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 student's district of residence. This notice shall include the following:

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

Disciplinary Records

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

Expulsion Appeals

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

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

Interim Placement

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

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

General Provisions - *LAUSD REQUIRED LANGUAGE*

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion”
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. MPS has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show in CoolSis. The teacher can access the suspension by

looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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 CoolSIS. The teacher can access the suspension by looking at the student’s discipline screen. The information provided is for the student’s current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1)** Mutual fight
 - (a)(2)** Assault/Battery
 - (b)** Possessed, sold or furnished dangerous object
 - (c)** Controlled substance/alcohol
 - (d)** Imitation controlled substance
 - (e)** Robbery/extortion
 - (f)** Vandalism
 - (g)** Theft
 - (h)** Tobacco/nicotine products
 - (i)** Obscene act, habitual profanity/vulgarity
 - (j)** Drug paraphernalia
 - (k)** Disruptive/willfully defiant behavior (grades 4-12)
 - (l)** Received stolen property
 - (m)** Imitation firearm
 - (n)** Sexual assault or battery
 - (o)** Harassed/threatened witness
 - (p)** Sale of soma
 - (q)** Hazing
 - (r)** Bullying/cyberbullying
 - (t)** Aiding and abetting
- E.C. 48900.2** Sexual harassment (gr 4-12)
- E.C. 48900.3** Hate violence(gr 4-12)
- E.C. 48900.4** Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7** Terrorist threats against school officials or property
- E.C. 48915 (a)(1)(A)** Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915 (c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE

Confidential

Memorandum

To: _____, Teacher

From: _____, Principal/Designee

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/Designee

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to

immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See below for the “Harassment Complaint Form.” See also below for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually

demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats

- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
5. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
7. Notify parents or legal guardian and appropriate school personnel of incident.
8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the

Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees) This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

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

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

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

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

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

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

_____ Date: _____

Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or

report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;

- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. **A cceptab le and R ecom m ended Staff/S tudent B ehav iors:**
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code Prohibiting Gang-Related Apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

IMPORTANT NOTICE

Dear Parents/Guardians,

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.
- Each individual MPS campus may include amendments into this handbook addressing local issues.

- Any changes or additions to this handbook will be given to the students and parents in writing.

MPS Student Uniform Policy

BOTTOM

GIRLS

Skirts, pants, shorts, skorts, or capris are acceptable.

BOYS

Pants or shorts are acceptable.

GIRLS & BOYS

- Pants/Skirts/Skorts/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.

- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

- Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

TOP

White, gray or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.

FOOTWEAR

- The majority of the shoe must be black, brown or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black or brown.

- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

PE UNIFORM

TOP:

Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during

PE. BOTTOM:

Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR:

Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Jewelry and accessories/Cosmetics

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract 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.
- 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.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least $\frac{1}{2}$ inch on the top and $\frac{1}{4}$ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

* * * 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 campus may include site-specific amendments into the uniform policy addressing local issues.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate with the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are located in the front office.

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked witha notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
 - - Notify the office of the situation.
 - - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - - PA announcement using pre-determined code phrase.
 - - Classroom doors should be closed.
 - - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

The Social Climate-People and Programs (Component 1)

Our school creates a caring and connected school climate. We make Students and Staff believe that the school is a caring community in numerous ways:

- a. Parents are involved in the following ways at our current school site:
 1. Home Visit Program
 2. Parent Force Meetings
 3. Parent Volunteer Opportunities
 4. Open House Nights
 5. Back to School Nights
 6. Parent-Teacher Conferences
 7. CoolSis Communication Logs
 8. Parent Shadow Days
 9. Schoolwide Phone Call News Distribution
 10. Email Newsletters
 11. School Site Council
 12. Public Meetings on School Policy Issues
 13. Parent Trainings and Workshops

- b. The cultural richness of our school community is recognized and will be built upon in the following ways:
 - Internships - We will expand and develop our internship program, including through networking with local stakeholders through partnerships with the local Chamber of Commerce and the offices of Anthony Rendon, the Speaker of the California State Assembly and local immigration law offices
 - We will continue to have a Student Ambassador Program to provide students with opportunities to network with their community leaders

- c. We provide training so staff can meet the unique needs of the student body in the following ways:
 - Implement monthly staff-wide professional development on socio-emotional development issues

- d. Set high academic and behavior goals
 - Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and technology-based adaptive standardized tests aligned to Common Core State Standards. (2016-17 school year)
- e. Improve curriculum and teaching practices
 - Teachers will provide CCSS aligned instruction using SDAIE strategies. (2016-17 school year)
- f. Include health and resiliency curriculum
 - During the 2016-2017 school year, MSA8 will continue to offer a weekly Life Skills class to all students. The MSA8 leadership team is currently studying the possibility of modifying the schedule to implement an advisory program for next year. This would combine the SSR reading period, an expanded Life Skills Curriculum and opportunities for more intensive mentoring
- g. Address multiple learning styles
 - The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2016)
 - Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)
 - Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)
 - Charter School will continue providing services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced student
- h. Promote caring, supportive relationships with students
 - GOALS:
 - i. Support the Socio-Emotional Learning of all students.

1. Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2016-17 school year)
 2. Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
 3. Continue employing an onsite school psychologist and counselors from California State University Northridge
- Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)
 - Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)
 - Pilot the use of online courses that allow students to work at their own pace and potentially earn high school credit through the FuelEd in selected classes in the Spring 2016 semester with an eye to implementing blended learning throughout the school day and after school academic enrichment program in the 2016-2017 school year
- i. Provide opportunities for student to have meaningful participation in school and community service
 - Continue delivering baskets to homeless and/or low-income families at the beginning of long breaks
 - j. Emphasize critical thinking and respect
 - Continue developing and strengthening our Student Government
 - k. Communicate clear discipline standards

- Parent meetings, CoolSis online behavior support systems, parent calls, communication logs, posters in the hallway all communicate clear discipline standards
- l. Communicate procedures to report and deal with threats
 - Trainings are provided to deal with threats on and off campus to staff and students in accordance with the above procedures stated in the Emergency section of the plan.
 - m. Empower students to take responsibility for safety
 - Students are included in School Site Council where they have the opportunity to share ideas and collaborate related to safety with the community
 - Students are also invited to run a position as an Executive Officer, Grade Group Representative on Student Council, where they can lead their grade groups, grade levels, and entire school community in discussing and recommending policies and programs to help address school safety
 - n. Train staff on bullying prevention and tolerance
 - Staff will continue to be training on bullying prevention and tolerance, including through PD's at staff meetings as well as online trainings.
 - o. Provide training for student and staff on dangers of drugs and alcohol
 - Peer Seminar Series helps students educate each other about the dangers of drugs and alcohol
 - Staff will continue to receive trainings on dangers of drugs through staff online trainings and in PD's
 - School will continue to include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. In addition, school will take all necessary steps to address mental health care of pupils who have witnessed a violent act at any time, related to school activity, in accordance with the addendum to EC 32281.1

The Physical Environment-Place (Component 2)

Our school creates a physical environment that communicates respect for learning and for individuals and safety in the following ways:

- a. MSA 8 maintains a clean environment through utilizing LAUSD custodial staff in the general areas (hallways/ restrooms and other common areas), and the teachers and students also are encouraged to maintain classrooms that are clean, orderly settings that contribute to the learning environment.
- b. MSA 8 involves itself in the community by participating in numerous community events throughout the school year (Bell 5K race, A community Haunted House during the Halloween season, as well as the School Site Council, Students Run L.A., and the Parent Task Force.
- c. Share information about student crime and truancy with law enforcement
 - Law enforcement agents may be called to our school site for various incidents on campus, including but not limited to: drugs on campus, weapon possession, physical altercation, cyber-bullying. Upon coming to campus, law enforcement takes a report and compiles information. Meetings with families alongside law enforcement take place to support students and families when serious issues related to crime and truancy for students comes up.
- d. Make your campus secure from outside criminal activity
 - Our campus has adult supervision in the front of the entrance and exit gates. All additional doors are locked to prevent access onto campus from outside criminal activity
 - Local police department patrol vehicles come to monitor our campus during the mornings and after school to secure our campus from on the outside.
 - On-site Senior Lead Officer services as well as Campus Aid positions are provided on campus to keep an eye out for outside crime.
- e. Limit loitering
 - Students are not allowed to stay on campus after school if they are not signed up for the ASES after school club.
- f. Monitor and supervise all areas
 - Students are limited to certain areas during the morning, lunch and after school to limit students from loitering and to maximize supervision efforts.

- Administrators supervise campus during lunch as well as before and after school.
 - Teachers and our Campus Aid help supervise students on campus throughout the day
- g. Provide a pleasant eating area and healthy food
- Students receive healthy snacks and meals at the on-site cafeteria
 - Food choices include options such as salads, yogurt, milk and vegetables
 - Students eat on the lunch table area of campus in front of the sports field where they can enjoy the view of student athletes playing sports while they eat
- h. Maintain clean and safe restrooms
- We have custodial staff who clean the restrooms daily with disinfectant and restock supplies including toilet paper and soap in each restroom prior to the beginning of the next day. Floors are mopped, and toilets as well as sinks are scrubbed.
- i. Provide adequate lighting in all areas
- Automatic light sensors are on lights inside classrooms to ensure that sufficient light is provided in all areas on campus. In addition, lighting is provided throughout outdoor parts of campus and surrounding school area with large lights that help ensure safety
- j. Provide student with current textbooks and materials
- Students receive textbooks for all classes that are aligned with the latest Common Core State Standards. In addition, online support resources are provided to supplement learning
- k. Maintain a variety of sports facilities and equipment
- A large outdoor field is available on campus for students to play soccer, football, frisbee, and other outdoor sports. In addition, basketball and volleyball courts are located on paved adjacent courts. Further, an indoor gymnasium is provided for students to play games and for rainy days. These facilities are utilized before school, during lunch and PE, and after school during ASES club time.
- l. Provide a well stocked library

- Our campus library is stocked with books that cover a broad range of topics and grade reading levels. Students are able to use the library to pick books to read which they may check out three days per week.
- m. Communicate procedures for security including NIMS Plan
- The National Incident Management System (NIMS) is integrated into the emergency and disaster response section of this plan, and is utilized as a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats and hazards—regardless of cause, size, location, or complexity—in order to reduce loss of life, property and harm to the environment.
- n. Deal with vandalism before students return to school
- Before students return to school, photo documentation is recorded to keep information and proof about the type of vandalism that occurs. When property damage is discovered, students and their families are contacted to discuss a plan to have responsible parties replace damaged goods. Also, community service restorative practices are established to provide an opportunity to resolve issue. Also, if graffiti occurs, gang task experts will be consulted to see if danger is an issue for students as well to see if a student who might be affiliated with gang will have the opportunity to receive support interventions.
- o. Inventory, Identify and store valuable property
- Chromebook carts have locks on them to secure them. Also, the computers are numbered in each cart to be able to keep an inventor. The two computer labs are locked and computers are secure on the tables. Teachers keep inventory of their valuable belongings at the beginning of the year in their classroom, as well as at the end of the year on a tracker that is sent to the Admin.
- p. Provide training for security personnel and staff
- Training is provided to security and personnel staff during PD's where collaboration takes place. At the district symposium, break-off sessions related to position and responsibility occur.
- q. Engage students and the community in campus beautification projects

- Students are invited to volunteer and beautify the school for positive CoolSis points during lunch and after school. This individual works alongside the students who are assigned “beautification” for discipline referrals in classes.
- r. Promote school and neighborhood watch programs
 - Neighborhood watch meetings take place monthly at the Bell City Hall where collaboration and feedback can co-exist
- s. Promote policy that weapons and drugs are not on campus
 - Our school policy prevents weapons and drugs from being on campus.

The Social Climate and the Physical Environment (Continued)

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its “Life Skills” curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exceeding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of college readiness so that in high school, they will be prepared to complete the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.

- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our ESLR's are also integrated and further reinforced in our weekly Life Skills Course, a requirement for all students in grades 6-8. Each year, the Principal will join the other principals from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The 2016-17 Life Skills Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including Bullying, Cyberbullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

Life Skills is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 20% of our parents continuously attend monthly PTF

meetings. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations. We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence.

Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters

and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1 - School Climate

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2 - Physical Environment

- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2016
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that

support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

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

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.

- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips: Students must:

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

Public Areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.

- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

Unacceptable Types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Assaulting, Fighting and/or Arranging Fights

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

Bringing / Using Electronic Devices

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

Scholastic Dishonesty

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting

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

Disrupting Learning

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

Horseplay

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

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

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

everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms

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

Forgery of Signatures

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

Vulgarity, Profanity and Obscenity

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

Behaving Disrespectfully Towards Teachers or Staff

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

Smoking or Use of Other Tobacco Products

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

Stealing and/or Vandalizing School/Private Property & Graffiti

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

Displaying Threatening Behavior

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

Bringing Weapon in School

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

Possession or Use of Fireworks

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson

Intentionally starting any fire or combustion on school property

Public Display of Affection

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers

specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a “manifestation determination.” A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment.

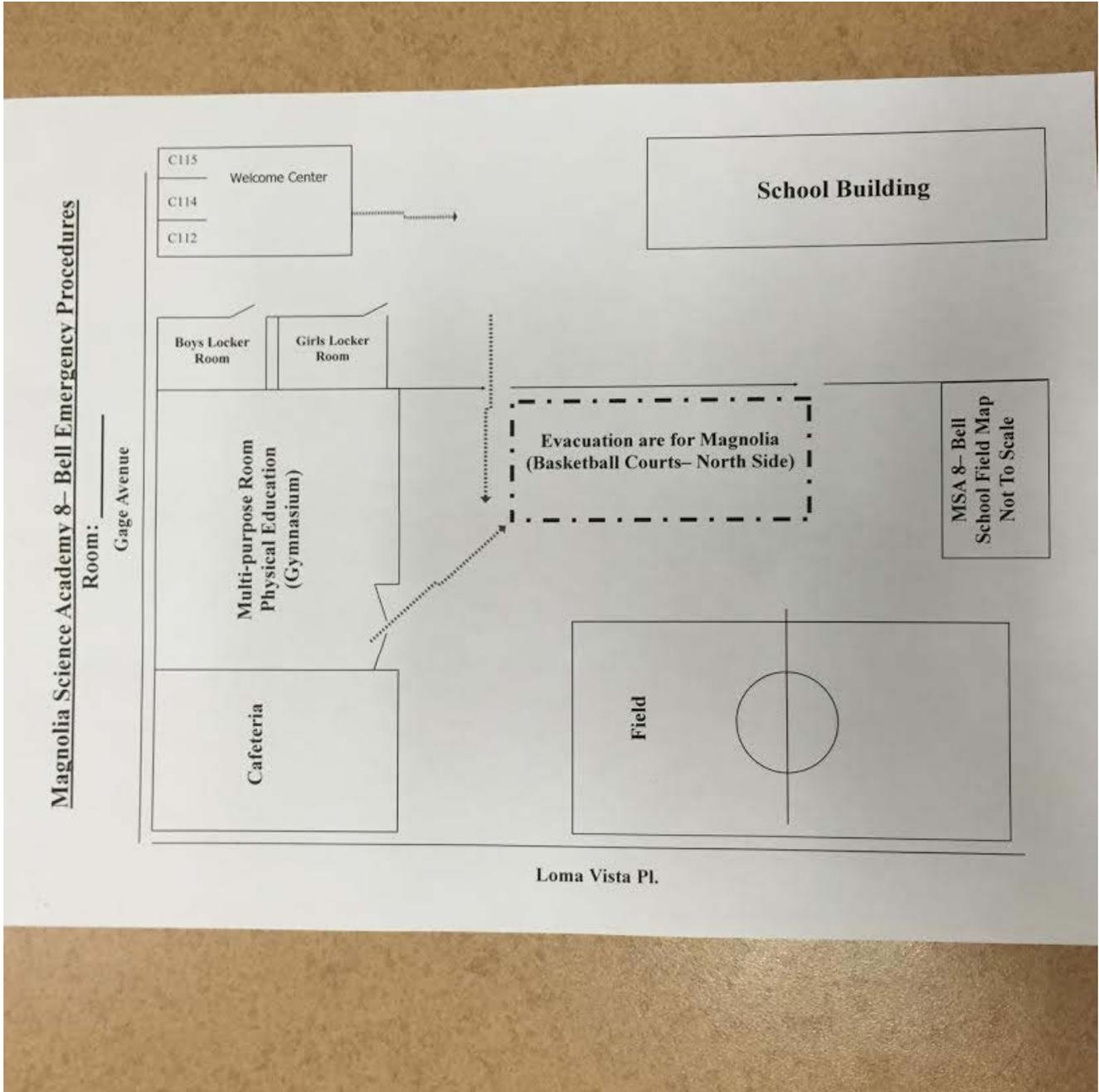
Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing

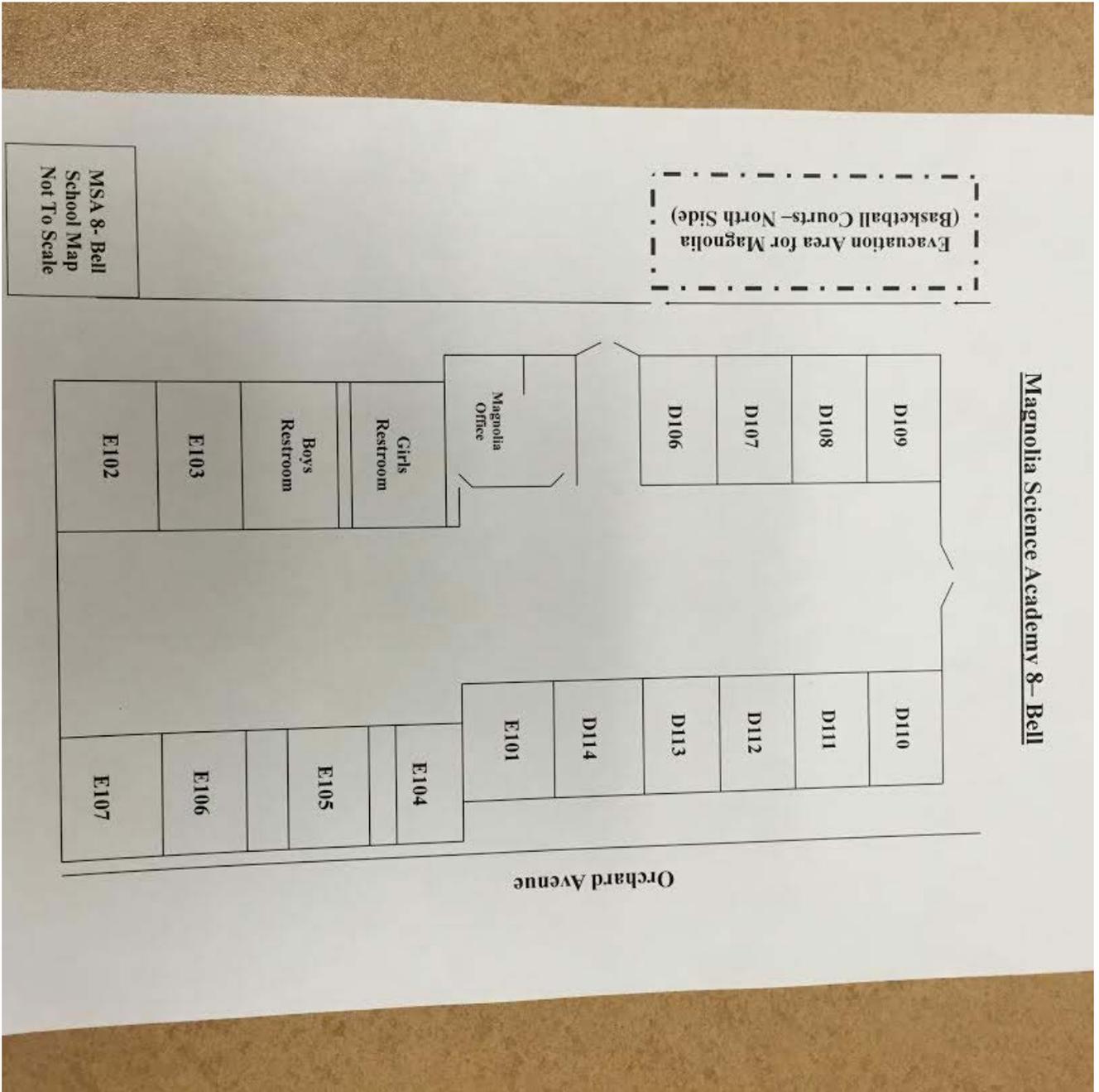
Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained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

APPENDIX

Evacuation Map 1 for MSA8 Bell - ORCHARD ACADEMIES



Evacuation Map 2 for MSA8 Bell - ORCHARD ACADEMIES



Emergency Drill Schedule for MSA8 Bell - ORCHARD ACADEMIES

Shelter In Procedures/Lock Down: Listen for PA announcement – Students and Staff are to remain in doors and account for all students. During non-instructional time, students and staff are to enter the nearest building/classroom with teacher supervision. **Classroom door needs to be locked, windows and blinds need to be closed and students need to move away from windows.** Office staff will contact classrooms/rooms and account for teachers and students. **Administrators, counselors and campus aides** will secure individual floors and entrances. Administrator(s) will send Blackboard Connect message to parents and provide script to office staff. **Custodial staff** will secure perimeter gates and follow shutdown procedures as necessary.

2016-2017 Orchard Academies Emergency Drill Schedule

<i>Drill Type</i>	<i>Date & Time</i>	<i>Special Notes</i>
Fire	Thursday, 8/18 @ 9:30am	
Earthquake (Drop/Cover/Hold on)	Tuesday, 9/20 @ 9:10am	
Lockdown/Shelter-in-Place	Thursday, 9/22 @ 9:10am	
Earthquake (Drop/Cover/Hold on)	Thursday, 10/16 @ 9:10am	
Fire	Thursday, 11/17 @ 9:10am	
Earthquake (Drop/Cover/Hold on)	Thursday, 12/15 @ 9:10m	
Fire	Thursday, 1/19 @ 9:10am	
Earthquake (Drop/Cover/Hold on)	Thursday, 2/16 @ 9:10am	
Fire	Thursday, 3/16 @ 9:10am	
Earthquake (Drop/Cover/Hold on)	Thursday, 4/20 @ 9:10am	
Fire	Thursday, 5/18 @ 9:10am	
Earthquake (Drop/Cover/Hold on)	Thursday, 6/15 @ 9:00am	

*** This will be updated in August 2016 for the 2016-17 academic year to reflect most current school calendar for MSA8 and across all Orchard Academy sites

ORCHARD ACADEMIES - School Site Management Organization Chart

ORCHARD ACADEMIES SCHOOL SITE MANAGEMENT ORGANIZATION CHART					
2A	ROOMS	2B	ROOMS	2C	ROOMS
SEARCH & RESCUE		SEARCH & RESCUE		SEARCH & RESCUE	
TEAM 1		TEAM 2		TEAM 4	
Hilary Estes Alvin Park Daniel Cortez	D106, D107 D108, D109 D110, D111 D112, D113 D114, E101	1. E. Rios 2. R. Valiente	D210, D209 D208, D212 D207, D212 D206, D213 D204, D214 Textbook, Fitness, Gym (Boys & Girls)	1. D. Lopez 2. H. Palomera	D310, D309 D308, D312 D307, D312 D306, D313 D304, D314 Main Office, Parent Center
		TEAM 3		TEAM 5	
	E104, E105 E106, E107 E102, E103 E125 C125	1. F. Bustamante 2. H. Rodriguez	E201, E222 E204, E205 E206, E203 E202, E207 BOYS, GIRLS Cafeteria (student & Staff),	1. D. Tregarthen 2. S. Boone	E301, E322 E304, E305 E306, E303 E302, E307 BOYS, GIRLS Library, Music, Drama, Dance
Security/Utilities		First Aid/Medical	Crisis Team	Request Gate	Reunion Gate
J. Escarzaga V. Gates		1. D. Lerit 2. S. Perkins 3. M. Lopez (MSA)	1. B. Beltran 2. W. Gray (MSA) 3. D. Bustamante 4. M. Gonzalez	1. B. Lopez (MSA) 2. M. Padron 3. A. Brunet 4. J. Jimenez	1. W. Cervantes (MSA) 2. C. Moran
Command Center		Triage		Emergency Bus	Room Clearance
1. M. Rubalcava 2. J. Hernandez (MSA)		1. B. Rubalcava		1. D. Manzo Alt. J. Escarzaga	1. D. Manzo Alts. M. Rubalcava D Garner (MSA)
Emergency Evacuation Procedures:					
Search & Rescue Teams - after taking attendance inform the teacher next to you and report to the emergency bins and wait until your team has assembled.					
- Classrooms and all non-instructional rooms will be cleared by Mr. Manzo					
Command Center – Ensure that all students, teachers, and staff are accounted for and will be cleared by M. Rubalcava and J. Hernandez (MSA) .					
- Request Gate and Reunion Gate Personnel will report to Command Center: M. Rubalcava and J. Hernandez(MSA) .					
Triage – First Aid/Medical and Crisis Team personnel need to report to D. Garner (MSA) .					
Security/Utilities – Secure gates and entry points – Shutdown: gas, electrical, and water when necessary.					
*** This will be updated in August 2016 for the 2016-17 academic year to reflect current staffing/personnel at MSA8 and across all Orchard Academy sites					

Magnolia Science Academy-SD



Safety Plan

2016-2017

SAFETY PLAN

Statement of Purpose

Magnolia Science Academy-SD's mission is to provide all students with the opportunity to engage in an enriched educational experience. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- ❖ Protect the safety and welfare of students and staff.
- ❖ Provide for a safe and coordinated response to emergency situations.
- ❖ Protect the school's facilities and property.
- ❖ In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- ❖ Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

Content:

- I. Staffing - Safety Roles
- II. General Policies and Procedures for Handling Safety and Specific Emergency Situations
- III. Drugs, Alcohol and Tobacco
- IV. Child Abuse Reporting
- V. Campus "Coming and Going"
- VI. Notifying Teachers of Dangerous Pupils
- VII. Harassment Policy
- VIII. Disciplinary, Suspension & Expulsion Policy
- IX. Incident Report

Appendices:

Appendix A: Staff Emergency Roles

Appendix B: Harassment Policy

Appendix C: Suspension & Expulsion Policies and Procedures

Appendix D: Administrative Incident Report

Appendix E: Magnolia Public Schools Parent/Student Handbook 2015-2016 (will be updated at beginning of 2016-2017 school year)

Appendix F: Lockdown Procedures

Appendix G: Criteria

Appendix H: Emergency Role Descriptions

Appendix I: Emergency Exit Map

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.

I. Staffing

A. Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

1. Review of this Plan and any other emergency policies and procedures;
2. Review of an employee's role during an emergency;
3. Knowledge of how to conduct and evaluate required drills;
4. Familiarity with the layout of buildings, grounds and all emergency procedures;
5. Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
6. Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

B. Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

1. Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
2. Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
3. Update the contents of classroom emergency kit and keep it in a safe, accessible location;
4. Participate fully in fire, earthquake and evacuation drills;
5. Have planned activities for students for use during periods of confinement during an emergency situation.

The School Principal, or his/her designee, is responsible for the following:

1. Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
2. Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
3. Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
4. Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;

5. Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
6. Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
7. Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
8. Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
9. Maintain a list of emergency phone numbers in a readily accessible location.

C. Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device where such employees and/or students are located.

D. Emergency On-Site Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school. A list of Emergency Roles can be found in Appendix A.

E. Notification List

In the event of an emergency or safety risk, the following personnel will be notified as appropriate:

Personnel Emergency Telephone Number List

	<u>Ext.#</u>	<u>Home #</u>	<u>Mobile #</u>
School Principal/ Site Incident Commander : Gokhan Serce			[REDACTED]
Dir. of Bungalows: Nellie Tate			[REDACTED]
Emergency or Safety Designee/ Buildings 1&2 : Nathan Williams			[REDACTED]
Teachers/Staff with CPR or First Aid (ALL current staff has been trained in CPR):			

Outside Emergency Telephone Number List

	<u>Ext. #</u>	<u>Telephone #</u>
Police Dept.	911	
Ambulance	911	
Sheriff's Dept.	911	
Fire Dept.	911	

Others:

II. General Policies and Procedures for Handling Safety and Specific Emergency Situations:

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

A. Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

- **Fire:**

In the case of a school fire, the following procedures should be implemented:

1. Sound building fire alarm.
2. Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a waste basket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
3. Have students and staff evacuate the building in accordance with established procedures.
4. Evacuate to outdoor assembly area.
5. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
6. Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
7. Render first aid as necessary.

8. Check attendance. Remain with students.

- **Medical Emergency:**

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.

Provide the following information:

- School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
2. Notify the school office that an individual has been injured and an ambulance has been called.
3. Ask someone to dispatch a first aid/CPR trained employee to the victim.
4. Stay calm. Keep victim warm with a coat or blanket.
5. Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
6. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

- **Earthquakes:**

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
2. After shaking stops, check for injuries, and render first aid.
3. If ordered by School Principal or his/her designee, evacuate.
4. Do not return to building.
5. Do not light any fires.
6. Keep a safe distance from any downed power lines.
7. Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.

8. Stay alert for aftershocks.
9. Beware that shaking may activate fire alarm or sprinkler systems.
10. Elevators and stairways will need to be inspected for damage before they can be used.
11. School principal, or his/her designee, will issue further instructions.

- **Assaults:**

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the School Principal, or his/her designee.
7. School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

- **Hazardous Materials:**

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

1. If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
2. If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
3. Notify buildings and grounds personnel.
4. Close all windows and doors if the spill is outside.

5. Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
6. Remain inside building unless ordered to evacuate by the Fire Department.
7. Fire Department will advise of further actions to be taken.
8. Do not eat or drink anything or apply cosmetics.
9. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
10. The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

- **Civil Disturbance:**

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

1. Notify local law enforcement authorities-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for School Principal, or his/her designee.

- **Vandalism:**

The following procedures should be used in the case of school vandalism:

1. Notify school principal, or his/her designee.
2. Notify building and ground maintenance personnel.
3. The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
4. If possible, identify the parties involved.
5. Interview witnesses and obtain written statements.
6. Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
7. Notify parents or legal guardian.
8. Determine what disciplinary measures are appropriate (in-house or police involvement).
9. Determine any monetary restitution issues and amounts.

- **Utility or Power Failure:**

The following procedures should be used in case of utility or power failure:

1. Staff and students should remain in classroom until further instruction.
2. Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
3. Staff and students outside of a classroom at the time of the incident should report to main office.
4. Building and grounds personnel report to utility company if necessary.
5. If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
6. Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat:

Person receiving call:

1. Listen - Do not interrupt caller.
2. If possible, alert other staff by a pre-arranged signal while the caller is on the line.
3. In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
4. Attempt to ask questions and elicit the information required to determine the severity of the threat.
5. Notify School Principal, or his/her designee, immediately.

The School Principal, or his/her designee will:

1. Notify Police Department – Dial 911.
2. With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - o Classrooms and work areas.
 - o Public areas - foyers, office bathrooms and stairwells.
 - o Lockers and unlocked closets.
 - o Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - o Power sources -- electric panels, telephone panels, computer rooms, etc.
3. With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
4. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
5. An incident report should be drafted before the end of the workweek.

- **Explosion:**

If an explosion occurs at the school, the following procedures should be used:

1. Give DROP AND COVER command.
2. Sound building fire alarm. This will automatically implement action to leave the building.
3. Notify Fire Department – Dial 911.
4. Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
5. Evacuate to outdoor assembly area.
6. Check attendance. Remain with students.
7. Render first aid as necessary.
8. Notify grounds and building personnel.
9. Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
10. Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
11. Draft incident report by the end of the week.

• **Fighting or Riot:**

School staff should follow these guidelines when a fight occurs:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. Obtain help from other teachers if at all possible.
4. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
5. Call out the names of the involved students (if known) and let them know they have been identified.
6. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
7. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
8. Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

Staff should follow these guidelines when a riot occurs:

1. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.

2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - a. Activate needed emergency plans, which may include:
 - b. Instructing office staff to handle communications and initiate lockdown orders.
 - c. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - d. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - e. Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - f. Brief a representative to meet the media.
 - g. Assign staff to a pre-designated medical treatment/triage facility.

- **Hostage Situation:**

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

1. Stay calm.
2. Don't be a hero.
3. Follow instructions of captor.
4. Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captors of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve situation by force.
8. Be observant and remember everything that is seen or heard.
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

The School Principal, or his/her designee, should be responsible for the following:

1. Immediately notify law enforcement.
2. Move other students and teachers completely away from those who are in the hostage situation.
3. Keep everyone as calm as possible.
4. Be prepared to answer questions from media or family.

- **Death of a Student:**

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.

2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

- **Intruder or Individual with Deadly Weapon:**

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the School Principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5. If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

- **Lock Down**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times. Please See Appendix F for detailed administrative procedures for lockdown.

1. The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
2. Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
3. If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.

4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

B. Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The Principal or his /her designee should:

1. Notify the school district office, county official or designee.
2. Notify local law enforcement authorities.
3. Notify school transportation support.
4. Note the special needs of students or staff.
5. Direct clerical staff to take schools master enrollment list.
6. Direct school nurse or designee to prepare emergency medications to be transported.
7. Direct all personnel to leave the building and secure the building.
8. Notify students' parents or legal guardians as situation permits.

School staff should:

1. Plan to evacuate his/her class and ride the bus or walk as situation dictates.
2. Take a copy of class enrollment list.
3. Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
4. Notify Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

1. Notify school nurse or local medical personnel of any medical emergencies.
2. Consider how students will be fed and restroom needs met.
3. Activate crisis intervention team to deal with any emotional trauma.
4. Provide area and materials for parents who may arrive to pick up students.
5. Provide an area for non-school community evacuees.

C. Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (Appendix C)

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.

D. Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of fire drills.

Fire drills will be conducted on a monthly basis. Earthquake “drop and cover” drills will be conducted once per quarter. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

E. Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

1. Classroom
2. Corridors
3. Cafeteria/Auditorium (use for all assembly areas)
4. Kitchen (Not in use)
5. Office
6. Teacher's Workroom and Employee Lounge
7. Toilet
8. Custodial
9. Boiler Room
10. Storage Room (also use for File Rooms)
11. Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

F. 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.

G. Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- ✓ Blankets
- ✓ Matches
- ✓ Pillows
- ✓ Bottled Water
- ✓ Flashlights
- ✓ Paper Towels
- ✓ Batteries
- ✓ Wet Ones
- ✓ Radio (battery operated)
- ✓ Sheets
- ✓ Candles

Suggested first aid items:

- ✓ Hydrogen Peroxide
- ✓ Iodine
- ✓ Alcohol
- ✓ Assorted Band Aids
- ✓ Gauze
- ✓ Sterile Water (for burns)
- ✓ Tape
- ✓ Scissors
- ✓ Tweezers
- ✓ Bandages
- ✓ Instant Ice Packs
- ✓ Ace Bandages
- ✓ Package of Sewing Needles
- ✓ Slings
- ✓ Anti-bacterial salve
- ✓ Steri-strips or butterfly stitches
- ✓ Disposable gloves
- ✓ Face masks
- ✓ CPR (disposable mouthpieces)
- ✓ Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

H. School Safety Management Team

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.

I. Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

III. Drugs, Alcohol and Tobacco

The use or possession of drugs, alcohol or tobacco are strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

1. Identify the parties involved.
2. Notify the School Principal or his/her designee immediately.
3. Follow-up with a written incident report, including any witness statements.

The School Principal, or his/her designee, should do the following:

1. Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
2. Isolate the parties involved for interview/investigation.
3. Notify parent or legal guardian.
4. Obtain witness statements and document in a written incident report.
5. Determine disciplinary consequences. See *School Disciplinary, Suspension & Expulsion Policy*-Appendix B.
6. Determine what intervention or follow-up procedures are necessary including counseling.

IV. Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the school's Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

V. Campus "Coming and Going"

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

VI. Notifying Teachers of Dangerous Pupils

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

VII. Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the *Harassment and Discrimination Policy*-Appendix B.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.

5. Determine disciplinary consequences. See *Harassment and Discrimination Policy-Appendix B*; and *Disciplinary, Suspension & Expulsion Policy-Appendix D*.
6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
7. Notify parents or legal guardian and appropriate school personnel of incident.
8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

VIII. School Discipline

Discipline will be handled as set forth in the *Student/Parent Handbook* – Appendix E.

IX. Incident Report

Any serious incident on campus, including but not limited to weapons on campus, serious injury, drugs or alcohol on campus, or police/fire/paramedic on campus, requires an Administrative Incident Report (Appendix D) be filled out and submitted to the Magnolia Public Schools Chief Accountability Officer and Director of Student Services.

Appendices:

Appendix A: Staff Emergency Roles

Appendix B: Harassment Policy

Appendix C: Suspension & Expulsion Policies and Procedures

Appendix D: Administrative Incident Report

Appendix E: Magnolia Public Schools Parent/Student Handbook 2015-2016

Appendix F: Lockdown Procedures

Appendix G: Criteria

Appendix H: Emergency Role Descriptions

Appendix I: Emergency Exit Map

Appendix A

Staff Emergency Roles

Role	1st Shift	Alternate/2nd Shift
Site Incident Commander	Gokhan Serce	Nellie Tate
Safety Officer	Gokhan Serce	Nellie Tate
Public Information Office	Gokhan Serce	Nellie Tate
Liaison Officer	Gokhan Serce	Nellie Tate
Operations Chief	Nathan Williams	Halil Akdeniz
Facility Check & Maintenance	Nathan Williams	Halil Akdeniz
Site Security	Alexander Oxford	Trevor Angood
Search & Rescue Team Leader	Nathan Williams	Halil Akdeniz
Search & Rescue/Utility Team 1	Shawn Kessler	Luis Cardiel
Search & Rescue/Utility Team 2	Joshua Dye	Stephen Prendergast
Medical Team Leader	Susie Davila	Jesus Sandoval
Medical/Utility Team 1	Latif Arslan	Sean Hanashiro
Medical/Utility Team 2	Megan Woloszyn	Megan Buckley
Reunification Leader	Hillary King	Rosie Beck
Evacuation Area	Janelle Abraham	Rosie Beck
Request Area	Hillary King	Rosie Beck
Release Gate	Hillary King	Rosie Beck
Planning Chief	Deniz Kocoglu	Shannon Feldmeyer
Documentation	Ashlyn Yetter	Shannon Feldmeyer
Situation Analysis:	Ashlyn Yetter	Shannon Feldmeyer
Logistics Chief	Latif Arslan	Karima Mosi
Supplies, Facilities & Staffing	Fardusa Sharif	Jibrhan Perez
Finance & Administration Chief	Fardusa Sharif	Jibrhan Perez

Appendix B

Harassment Policy

“In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, or sexual orientation in every aspect of the school community.

(Magnolia Public Schools) MPS is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. MPS prohibits discrimination and harassment based on an individual’s actual or perceived sex, sexual orientation, gender (including gender identity, marital status, pregnancy, childbirth or related medical condition), ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by MPS.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all MPS programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in MPS programs or activities.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student’s sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.” (Magnolia Public Schools Student/Parent Handbook 2015-2016, p.5)

Appendix C

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MSA-San Diego. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MSA-San Diego’s policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MSA-San Diego administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

10.1 PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MSA-San Diego 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 CoolSIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-San Diego staff. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home

visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

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

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

10.2 GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-San Diego or at any other school; or (3) a MSA-San Diego sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900.
20. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
21. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 6 to 11, inclusive.
22. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 6 to 11, inclusive.

23. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 6 to 11 inclusive.
24. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
25. Intentionally “hacked” or broken into a School or School affiliated computer system.
26. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

10.3 SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

10.3.1 Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

10.3.2 Notice to Parents/Guardians

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

10.3.3 Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for

purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

10.3.4 Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems in the school
- 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.

10.3.5 Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

10.3.6 Access to Education

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

10.4 GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MSA-San Diego or at any other school; or (3) a MSA-San Diego sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).

2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (EXPULSION EXPECTED)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur <u>at school or at a school activity off campus</u> unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following **additional findings**:
 (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. (E.C. 48915[b] and [e])

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)**
2. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of “caused,” the injury is serious. [See II.1])** E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e) (**Grades 4 through 12 inclusive)
14. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) (**Grades 4 through 12 inclusive)
15. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

10.5 EXPULSION PROCEDURES

Authority to Expel

A student may be expelled either by the MSA-San Diego Governance Committee (“Committee”) following a hearing before it or by the Committee upon the recommendation of an Administrative Panel to be assigned by the Committee as needed. The Administrative Panel should consist of at least three members who are certificated. Teachers of the student, members of the school’s discipline committee, and members of the MSA-San Diego Governance Committee may not serve on the Administrative Panel. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a recommendation to the Committee for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA-San Diego may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Committee, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MSA-San Diego 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MSA-San Diego must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-San Diego. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary

circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Committee, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Committee, who will make a final determination regarding the expulsion. The final decision by the Committee shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Committee to expel shall send written notice of the decision to expel, including the Committee's adopted findings of fact, to the student or 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 MSA-San Diego
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 student's district of residence. This notice shall include the following:

1. The student's name

2. The specific expellable offense committed by the student

Disciplinary Records

MSA-San Diego shall maintain records of all student suspensions and expulsions at MSA-San Diego. Such records shall be made available to the District upon request.

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall convene a committee of three: a school Principal and a Dean of Students from other MPS schools, and the CEO of MPS or his/her designee. The committee shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

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

Expelled Students/Alternative Education

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

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the District.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Office of Charter Schools by submitting an expulsion packet to the Office of Charter Schools immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion," including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than SDUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

Appendix D



MAGNOLIA
EDUCATIONAL & RESEARCH
FOUNDATION

Administrative Incident Report (Please answer all questions with detailed information)

Your name: _____ Date: _____ School: _____

Job title: _____ Date of the incident: _____

This form must be completed and emailed to the CAO and Director of Student Services within one hour of the following serious incidents occurring.

- Police / Fire on campus (any emergency)
- Weapons
- Or any other scenario that is out of the norm and is safety related.
- Serious injury
- Drugs/ Alcohol

Incident details:

Actions taken:

Additional remarks/comments:

Your signature: _____ Date: _____

Appendix E

Magnolia Public Schools

Student/Parent Handbook 2015-16

Magnolia Public Schools
13950 Milton Ave., Ste. 200B
Westminster, CA 92683
Tel: (714) 892-5066
Fax: (714) 362-9588

www.magnoliapublicschools.org

Dear Parents and Students,

Magnolia Public Schools (MPS) staff believes that education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. This handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this student-parent handbook (pending board approval), which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Sincerely,

MPS Administration

Magnolia Public Schools

The Vision

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

The Mission

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

Core Values

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

- *Scholarship*
- *Critical Thinking*
- *Effective Communication*
- *Social Responsibility*

Locations

<i>Magnolia Science Academy-1</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 609-0507</i>
<i>Magnolia Science Academy-2</i>	<i>17125 Victory Blvd., Van Nuys, CA 91406</i>	<i>(818) 758-0300</i>
<i>Magnolia Science Academy-3</i>	<i>1254 East Helmick St., Carson, CA 90746</i>	<i>(310) 637-3806</i>
<i>Magnolia Science Academy-4</i>	<i>11330 W Graham Place, Los Angeles, CA 90064</i>	<i>(310) 473-2464</i>
<i>Magnolia Science Academy-5</i>	<i>18230 Kittridge St., Reseda, CA 91335</i>	<i>(818) 705-5676</i>
<i>Magnolia Science Academy-6</i>	<i>3754 Dunn Dr., Los Angeles, CA 90034</i>	<i>(310) 842-8555</i>
<i>Magnolia Science Academy-7</i>	<i>18355 Roscoe Blvd., Northridge, CA 91325</i>	<i>(818) 221-5328</i>
<i>Magnolia Science Academy-8 (Bell)</i>	<i>6411 Orchard Ave, Bell, CA 90201</i>	<i>(323) 826-3925</i>
<i>Magnolia Science Academy-San Diego</i>	<i>6365 Lake Atlin Ave., San Diego, CA 92119</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>102 Baker St. E, Costa Mesa, CA 92626</i>	<i>(714) 557-7002</i>
<i>Magnolia Science Academy-Santa Clara</i>	<i>14271 Story Road, San Jose, CA 95127</i>	<i>(408) 780-1160</i>

Table of Contents

EQUAL OPPORTUNITY & NON-DISCRIMINATION STATEMENT	5
FERPA	5
RIGHTS AND RESPONSIBILITIES	5
POLICIES AND PROCEDURES	7

I. ACADEMIC POLICIES 7

A. GENERAL GUIDELINES.....	7
B. ELEMENTARY SCHOOL GRADING SYSTEM	8
C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS	10
D. HIGH SCHOOL GRADUATION REQUIREMENTS ...	12
E. ATTENDANCE.....	16

II. DISCIPLINE POLICIES..... 19

A. EXPECTED STUDENT BEHAVIOR.....	19
B. COOL SIS BEHAVIOR POINTS.....	21
C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES	21
D. SUSPENSION AND EXPULSION PROCEDURES ...	28

III. GENERAL POLICIES 39

A. SCHOOL ACTIVITIES.....	39
B. ILLNESS, INJURY, AND MEDICATION POLICIES ...	39
C. PARENTAL INVOLVEMENT AND SUPPORT	40
D. PARENT/TEACHER COMMUNICATION.....	40
E. HOME VISITS.....	40
F. CONTACTING YOUR CHILD DURING SCHOOL HOURS.....	41
G. VISITORS	41
H. COOL SIS SCHOOL INFORMATION SYSTEM	41
I. PHONE USE.....	41

J. NEWSLETTER.....	41
K. ELECTRONIC DEVICES	41
L. LOST AND FOUND.....	41
M. PE LOCKERS	42
N. TEXTBOOKS.....	42
O. MEAL PROGRAM.....	42
P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES.....	42
Q. STUDENT TRANSFER.....	42
R. DRESS CODE.....	42

MPS STUDENT UNIFORM POLICY 44

STUDENT TECHNOLOGY USE POLICY AND AGREEMENT 46

NCLB COMPLIANT PARENT INVOLVEMENT POLICY 50

SCHOOL-PARENT-STUDENT COMPACT 58

INTERNAL COMPLAINT PROCEDURES..... 60

INTERNAL COMPLAINT PROCEDURES FORM 62

RECEIPT OF AND AGREEMENT TO THE MPS HANDBOOK, STUDENT TECHNOLOGY USE POLICY-ACCEPTABLE USE AGREEMENT, AND SCHOOL-PARENT-STUDENT COMPACT 65

EQUAL OPPORTUNITY & NON-DISCRIMINATION STATEMENT

In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, or sexual orientation in every aspect of the school community.

MPS is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. MPS prohibits discrimination and harassment based on an individual's actual or perceived sex, sexual orientation, gender (including gender identity, marital status, pregnancy, childbirth or related medical condition), ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by MPS.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all MPS programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in MPS programs or activities.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5,

CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. For more information, please refer to the US Department of Education's website: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

RIGHTS AND RESPONSIBILITIES

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

- 1st:** Parents should encourage their child to talk with the teacher.
- 2nd:** Parents can encourage their child to talk with an administrator.
- 3rd:** If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

- 1st:** Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
- 2nd:** If the problem persists after a reasonable time, talk with the teacher again.
- 3rd:** If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Home Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

*"All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school."
Education Code, § 48900 et seq.*

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.

- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.

- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

POLICIES AND PROCEDURES

As a student at MPS, you are required to abide by and respect all rules and regulations in the handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning. Students who choose to not follow these rules will receive disciplinary action.

I. ACADEMIC POLICIES

A. GENERAL GUIDELINES

Grading:

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course.

Course report card grades are based on performance and practice assessments, as can be seen in the following table.

Category	Subcategories
Performance Assessments <i>(Summative)</i> 70%	<ul style="list-style-type: none"> ▪ Unit assessments <i>(no more than 50%)</i> ▪ Benchmark assessments <i>(no more than 30%)</i> ▪ Final assessment <i>(no more than 30%)</i> ▪ Performance tasks (Projects, portfolios, essays, artwork, visual representations, models, multimedia, oral presentations, live or recorded performances, labs, etc.)
Practice Assessments <i>(Formative)</i> 30%	<ul style="list-style-type: none"> ▪ Independent practices ▪ Daily assignments ▪ Classwork ▪ Homework <i>(no more than 15%)</i> ▪ Warm-ups ▪ Reviews ▪ Quizzes

Aligned with the above grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through CoolSIS, the school information system, and update CoolSIS records daily/weekly.

Homework:

Homework is essential to success at MPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, s/he should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted online, either on teacher/class web pages or on the school information system, CoolSIS, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. CoolSIS is not intended to replace contacting parents for regular conferences to discuss student progress.

Final Assessments/Exams:

All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the MPS administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

Make-up Procedures - Incomplete Grades:

Every effort should be made for a student to make-up work as soon as possible when

returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not complete by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

Course Withdrawals:

Students may withdraw from a course without penalty of an F grade within 15 school days from the beginning of the course. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Class Change:

During the first 5 school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first 5 days, if necessary academic changes arise, students will have 10 school days to complete changes. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The School will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival adjustments, etc. Class change is at the discretion of the school administration.

B. ELEMENTARY SCHOOL GRADING SYSTEM

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their

classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Percentage	Proficiency Level
90% - 100%	Advanced
80% - 89%	Proficient
70% - 79%	Basic
60% - 69%	Below Basic
0% - 59%	Far Below Basic

Elementary School Grade Promotion:

The following is MPS' policy regarding the retention of pupils in grades K–5:

- Grades K–2: Any student who is not at benchmark based on (1) reading benchmark assessments or (2) math benchmark assessments or (3) report card grades;
- Grades 3–5: Students who fail to achieve the minimal level of proficiency (BASIC) in accordance with SBE Section 60648 on MAP tests and/or Smarter Balanced tests in Mathematics or ELA/Literacy;
- Grades K-5: Any student who is more than one year behind grade level in mathematics or reading and language arts as determined by the MAP assessments.
- Kindergarten students will be retained only if the teacher and parent are in agreement that retention is the best intervention to ensure student success.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) by May 1st of each

school year informing them that their child is at risk of retention.

- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated reports by the principal, a letter shall be sent within five school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Report Cards:

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with

explanations designed to help students and parents interpret their relationship to other assessments.

MPS will use a standards-based report card that is aligned with the California State Standards (CST). For each academic content area, students are scored on a 1–5 scale, which mirrors the CST scores. ELD also uses the 1–5 scale, but the scores mirror the CELDT scores. The guidelines for all content areas indicate the Proficient Level. Proficient is considered at grade level. To receive a Proficient (4), the expectation is that the student has mastered all the standards indicated in the guidelines for that marking term.

Students will receive a report card two times a year. At the end of each semester, teachers will arrange a conference to discuss the report card with every parent/guardian. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those being retained. Other parents/guardians are also encouraged to attend teacher conferences at the end of the year.

Ongoing communication between teachers, parents, and students is an essential component of MPS. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly and grade-level meetings occur monthly. Parents can conference with teachers on an informal basis weekly or monthly, and on a formal basis three times per year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open House also take place each year.

C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS

Grading scale:

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses, 4.5 (Honors weighted) scale for Honors courses, and a 5.0 (AP weighted) scale for AP and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Numerical Grade	Letter-Grade Equivalent	Grade-Point Eqv.	Grade-Point Eqv.	Grade-Point Eqv.
		Unweighted	Honors Weighted	AP Weighted
98 – 100	A+	4.0	4.5	5.0
93 – 97	A	4.0	4.5	5.0
90 – 92	A-	3.7	4.2	4.7
87 – 89	B+	3.3	3.8	4.3
83 – 86	B	3.0	3.5	4.0
80 – 82	B-	2.7	3.2	3.7
75 – 79	C+	2.3	2.8	3.3
70 – 74	C	2.0	2.5	3.0
Below 70	F	0.0	0.0	0.0

Assignment grades:

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive numerical grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 points. CoolSIS will automatically convert student's final numerical grade to a final letter grade according to the scale in the above table.

MPS promotes use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a letter grade or a check grade system is used for an individual assignment, CoolSIS will convert those grades to numerical grades according to the following conversion table.

Minimum passing score for each course at MPS is 70%.

Letter Grade	→ Converted to Numerical Grade	Check Grade	→ Converted to Numerical Grade
A+	100	✓+	100
A	97	✓	85
A-	92	✓-	70
B+	89	x	50
B	86		
B-	82		
C+	79		
C	74		
F	50		

No “D” Policy:

There will not be a “D” grade option in the grading scale. The primary concern of MPS is the educational success of our students. This policy will allow for MPS to maintain a high standard throughout its program and ensure that MPS students remain competitive, especially in the area of college and scholarship applications.

[For High School Only] The “No D Policy” applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a “D” grade prior to 2012-13 school year will keep their credits and do not have to make up credits for any previously passed course at MPS. Also courses transferred from another accredited school will appear on student’s transcript as they are and “D” will be accepted as a passing grade for all transferred courses. Therefore, the “No D Policy” does not negatively impact graduation.

Determining Final Grades:

Middle School: In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations.

To earn course credit, the end-of-the-year grade for the class must be at least a “C” (=2.0) or the

second semester grade should be at least a “B-” (2.7).

High School: In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a “C” (=2.0) to earn credit for the course. MPS high school grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

Middle School Grade Promotion:

Criteria: To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing end-of-the-year grades in all core courses before the start of the next school year.

Core Courses: Core courses are Math, Science, English Language Arts, and History/Social Science.

Grade Retention: Students who fail three or more core courses at the end of the year will repeat the grade and not be eligible for the MPS Intensive Home Study Summer packet program.

Summer School: Students who fail one or two core courses at the end of the year can attend summer school at a public school or, if available, can participate in the MPS-Intensive Home Study Program (MPS-IHSP) to make up failed core courses during summer. Students who perform successfully at MPS-IHSP will receive a passing grade of “C” as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If during the summer, a student earns a passing grade for the failed core courses and have a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

Participation in Promotion Activities/Ceremony: In order for students to participate in any promotion activities they must fulfill all the promotion requirements and not be on suspension, or recommended for expulsion at the time of the Promotion Ceremony.

High School Grade Promotion:

Criteria: To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required

credits described below before the start of the next school year.

Student transcripts will be updated to include summer grades and GPA will be recalculated. If students have the minimum required credits and at least a 2.0 recalculated GPA, they will be promoted to the next grade.

Core Courses: Core courses are Math, Science, English, and History/Social Science.

Minimum required credits:

To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.

To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.

To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

A student's grade level placement remains the same for an entire school year.

Participation in Senior Activities/ Graduation Ceremony:

In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony.

Honor Roll/High Honor Roll:

At the end of each semester MPS publishes the honor rolls for students.

Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

Grade requirement for school team participation:

All students are required to maintain a "C" or better in all classes to play/participate on a school team.

[For High School Only] Cumulative GPA:

A cumulative GPA is calculated for all high school level courses based on the number of credits received and their grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student's high school transcript. The high school transcript is a record of all final course grades received for high school courses.

D. HIGH SCHOOL GRADUATION REQUIREMENTS

MPS believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. MPS meets and exceeds the admission requirements of all four-year universities including University of California.

Students must meet the following requirements to graduate from MPS:

Credit Requirement: Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. (*See section "High School Credit Earned in Middle School" for middle school courses identified for high school credit.*) Each high school course at MPS is semester based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

Specific Course Requirements: The following table lists courses required in order to graduate from MPS.

Diploma Types: MPS offers three different high school diploma types: **Standard (S), Advanced (A), and Honors (H)**. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements. (*The advanced and honors diploma types will apply to the class of 2017 – students who are entering the 9th grade during the 2013-14 school year.*)

California High School Exit Exam (CAHSEE):

Students will be required to pass the CAHSEE in order to receive a MPS Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

Math Requirement: MPS math requirements are threefold:

1) Credit requirements: MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school. (See section “High School Credit Earned in Middle School” for middle school courses identified for high school credit.)

2) Year requirements: MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (*state requirement*) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Algebra-I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

3) Course requirements: Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Service Learning: Completing 40 hours of community service before graduation is no longer a high school graduation requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain “real life” experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

Cumulative GPA: MPS requires a minimum of 2.00 cumulative GPA for graduation, 3.25 for an advanced diploma, and 3.50 for an honors diploma.

High School Credit Earned in Middle School: Students who take high school courses in

MPS Graduation Requirements				
Subject Area	Requirements	Diploma Types		
		S	A	H
(a) History / Social Science	Three years, including World History, U.S. History, American Government/Economics	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry. Integrated math courses fulfill this requirement. <i>(Four years recommended)</i>	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology, Chemistry, and Physics <i>(Three years recommended)</i>	20	30	40
(e) Language Other Than English	Two years in same language required. <i>(Three years recommended)</i>	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art	10	10	10
(g) Electives*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers & Technology <i>(20-30 credits of electives required depending on diploma type)</i>	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
Total Required Credits		210	230	240
AP* Course /College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. This is not required for a standard diploma.	N/A	20	30
Other Requirements	CAHSEE	√	√	√
	Minimum Cumulative GPA	2.00	3.25	3.50
	Req. Service Learning Hrs.	N/A	40	40

middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Also, the students must have passed these courses and the final exams of these courses, and performed at or above Proficient on the end-of-course state standardized test, if applicable. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student's high school transcript. Grades from such courses will not be included in cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra I, Geometry, Integrated Mathematics 1, and any high school level mathematics course), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing the courses and the final exams of these courses (or a LOTE proficiency test provided by the School). Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

Credit Acceptance: Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school. These courses will appear on student's transcript as they are transferred and will be included in cumulative GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines: Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they

have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses, ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g" requirement in which the student originally earned a grade of C or higher.

Credit Recovery: A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

Summer School: Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

Online Courses: Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are: APEX Learning, FuelEd, BYU, etc. College advisor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

College Dual Enrollment: Students may enroll in a post-secondary course creditable toward high school completion. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

Advanced Placement (AP) Courses: MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

Dual Enrollment: Dual enrollment is a program that allows eligible high school students to enroll in a college course. Dual enrollment eliminates duplication of coursework between high school and college and allows students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal and social maturity are welcome to apply. Students should visit their high school college advisor prior to the beginning of the semester to seek permission for enrolling and complete a dual enrollment registration / parent consent form.

If a student wishes to receive high school credit for a college class, a 3.0 unit or more one-semester college class will earn one semester of high school credit (5.0 credits). To determine how a college course fulfills a high school requirement see your high school college advisor. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations. Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.

All students in grades 11 and 12 are required to be enrolled in at least five courses at MPS each semester. This includes students who are enrolled part time in classes of the CSU, UC or a community college and for which academic credit will be provided upon satisfactory completion of enrolled courses.

Counseling programs:

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT/CAHSEE test dates and materials
- Career planning resources

- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed is confidential except when it involves your safety or the safety of someone else.

MPS adheres to the National Counseling Standards. The standards are as follows:

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and home and community life.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

PSAT/NMSQT Tests & Applications:

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As

part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test.™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

College Board (test maker) charges a fee for the PSAT/NMSQT test and each student is responsible for paying this fee. Economically disadvantaged families may qualify for a fee waiver. Parents should contact MPS administration to request a fee waiver. Each case will be evaluated on an individual basis.

E. ATTENDANCE

Attendance is extremely important for student success. Our research indicates a significant positive correlation between student attendance and achievement. Members of MPS's professional staff will encourage and support student attendance. However, parents and legal guardians have the primary responsibility.

Every student is required to be in school, in each class, on time, and in their seat before the bell rings. It is required by law that every parent or guardian of any minor between the ages of 6 and 18 make sure that the minor child attends school.

A parent must inform the main office via phone of their child's absence the morning of the absence and/or send a note the day the student returns to school. If the student returns to school without a note and no phone call was received, s/he will be marked TRUANT. The student will have **two days** to bring in a note to change this to an excused absence.

Teachers have the right to fail a student with excessive absences. When a student misses

10 full days (unexcused), he or she may not be allowed to participate in any extracurricular activities or the promotion/graduation ceremony for graduates. Special circumstances with documented explanations should be reviewed with the administration. Parent/Guardian notes can only be accepted for up to nineteen (19) days. If a student misses twenty (20) days or more without an acceptable note from a doctor or official authority they may fail the course and/or grade.

Absences:

MPS recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the definitions of each carefully. In the event of an excused absence, students maintain responsibility for homework, quizzes, and tests. In addition, there are consequences for unexcused absences.

1. Excused absences:

Parent or guardians must explain each absence in writing and sign it and/or call the office. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

Personal illness:

Parent or guardian must call the school each morning the student stays home due to illness. Upon returning to school the student must bring a note from a parent or guardian to the main office.

Illness in the Family or Death of a Relative:

In the case of illness in the family or death of a relative, the parent or guardian should call the office to explain the situation and the estimated time of absence. Upon returning to school, the student must bring an explanatory note from the parent or guardian. It is the parent and student's responsibility to inform the teachers of the estimated time of absence.

Observance of Religious Holidays:

Any student observing a religious holiday consistent with his/her creed or belief shall be excused from classes. The student must bring a note from their parent/guardian the day they return to school or we must receive a phone call from their parent/guardian on the day(s) of the absence.

Professional Appointments:

We encourage parents to schedule medical, dental, legal, and other necessary appointments outside school hours whenever possible. If this is not possible, students must bring a note stating the time they are to be excused from school. In addition, parents must come to the office to pick up the student. They must sign the student out of school at that time.

Other excused absences include justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, attendance at religious retreats, attendance at an employment conference, on Take Our Daughters and Sons to Work Day, or all other reasons covered by the Education Code § 48205. Other reasons will be considered that are requested in writing, consistent with this handbook and approved by the school. If the excuse is not one of the valid excuses listed in the CA Ed Code or in this handbook, the school administrators are authorized to excuse school absences due to the pupil's circumstances.

2. Unexcused Absences:

Students will be marked unexcused if they:

- do not bring a written note within two school days, following an absence,
- leave school without signing out at the school office,
- are absent from class without permission, including walking out of class,
- are absent from school without parental permission,
- get a pass to go to a certain place but do not report there, and/or
- are absent for reasons **not acceptable** to the administration including but not limited to:
 - Not waking up on time
 - Transportation problems (missing the bus, traffic, car trouble, etc.)
 - Inclement weather
 - Running errands for family
 - Work
 - Babysitting
 - Hair appointment
 - Needed at home
 - Vacations or trips

Make up Work for Excused Absences:

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same

number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

Make up Work for Unexcused Absences:

If a student has an unexcused absence, any or all of the following may occur:

- Students may not be permitted to make up work following an unexcused absence.
- Teachers are not obligated to allow students to make up quizzes or tests.
- Students may receive an "F" or "zero" grade for the day in each class missed.

Emergency Leave:

Emergencies and other personal necessity absences:

While parents/guardians are discouraged from taking their child(ren) on extended vacations or leaves of absence outside the designated instructional days, there are circumstances in which a school principal may authorize or approve such time off. Such approval must take place prior to the absences.

Early Dismissal of Students from School:

- Early dismissal from school is an important issue. Because MPS is very concerned about students' safety and well-being, the following precautions will be taken to ensure students' safety.
- A student may be released before the end of a school day, only upon request of a parent or guardian or for emergency reasons.
- A student may be released only to a parent or guardian of record or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- A student may be released "on his/her own" only with verified parental permission.

No staff member shall permit or cause a student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and parent or guardian.

Tardiness:

A student is marked tardy when the student is not in class, or designated place as defined by

the school, when the tardy bell rings signaling the time class is to begin.

Tardies are marked as excused, unexcused or truant.

The time that a tardy student arrived is to be documented in every instance. MPS requires that parents/guardians write a note of explanation when they have knowledge of their student's tardiness.

Three tardies in excess of 30 minutes constitute truancy and can be counted in combination with whole-day truancy to establish truant and habitual truant status.

Uncleared tardies shall be resolved in the same manner as uncleared absences.

After 20 tardies student will not be allowed to walk on stage for promotion/graduation.

1. Excused Tardiness:

Students must have their parents or guardian write an explanatory note if they arrive late to the school. The student must report to the office when she or she arrives. If the student fails to do this, s/he will receive an unexcused tardy.

2. Unexcused Tardiness:

Tardiness to school and to class (whether the result of oversleeping, missing the bus, car problems, babysitting, athletic workouts, socializing or lingering in the halls) is unacceptable.

If a student arrives at school late but without a note, s/he will get a "late slip" for admittance to class. The student will have two days to bring in a note to change this to an excused tardy.

Consequences for Tardiness:

Habitual tardiness (defined as three unexcused tardies) for any class period will result in disciplinary action ranging from reflection to suspension including loss of privileges. Students who regularly arrive late to class may be excluded from extracurricular activities, including proms, athletics and graduation ceremonies.

Truancy:

As stated in the California Education Code Section 48260 (a), any student who is absent from school and/or tardy in excess of 30 minutes

on 3 occasions in one school year without valid excuse or any combination thereof, is considered to be truant.

Any pupil is deemed a **habitual truant** who has been reported as a truant 3 or more times per school year and an appropriate district/school officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself [Education Code 48262].

Classification of Initial Truancy:

School staff shall classify and mail 1st Initial Truancy Notification as a formal notification that the student between the ages of 6-18 has accumulated three full days of unexcused absences or unexcused tardies of more than 30 minutes or any combination thereof in one school year and is being classified as truant (E.C. 48260).

Truant Repeat:

Any student who has once been reported as a truant as stated in Education Code, § 48260, and who is again absent from school without valid excuse one or more days or tardy on one or more days shall again be reported as a truant (Education Code, §48261). After providing parents/guardians the opportunity to respond to the Initial Truancy Letter, school staff shall mail a 2nd Truancy Notification and request a parent conference.

Classification of Habitual Truancy:

Upon the fifth unexcused absence or unexcused tardy of more than 30-minutes or any combination thereof, school staff shall mail 3rd Truancy Notification. This letter notifies the parent/guardian that the student has been classified as a habitual truant for being absent without a valid excuse five or more days, or tardy for more than any 30 minute period, during the school day without a valid excuse or any combination thereof.

An administrator or designated staff shall hold at least one conference with a parent/guardian and the student prior to the student being reclassified as a Habitual Truant (E.C.48262). The notifications listed previously shall be mailed, prior to classifying a student as a Habitual Truant.

"Chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year, excused or unexcused.

Any pupil is deemed a "habitual truant" who has been reported as a truant three or more times per school year.

IMPORTANT NOTICE

Dear Parents/Guardians,

Your commitment to school attendance will send a message to your child that education is a priority for your family and going to school every day is a critical part of educational success.

II. DISCIPLINE POLICIES

Magnolia Public Schools Student Code of Conduct:

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

Uniform and Personal Appearance:

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the after school tutoring/activities. Refer to Student Uniform Policy on later pages.

A. EXPECTED STUDENT BEHAVIOR

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

Breakfast/Lunch Time:

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

- Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

Students must:

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

Public areas: Hallways, Lunchroom & Restrooms:

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

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

Emergency Drills:

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

Classroom:

Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences:

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

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

B. COOLSIS BEHAVIOR POINTS

[For Middle & High School Only] Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

- +5 Contact parent/guardian
- +10 Lunch speed pass
- +15 Treat
- +20 One day free dress (pass will be given)
- +25 Extended lunch period
- +30 Two day free dress (pass will be given)
- +35 VIP breakfast
- +40 Entered in a raffle
- +45 Free dress – every Friday for one month (pass will be given)
- +50 VIP lunch and “Race to the top”

Negative Consequences:

- 5 Contact parent/guardian
- 10 Loss of privileges
- 15 Parent/guardian conference / Red slip*
- 20 Behavior plan and lunch reflection
- 25 Shadowed by parent/guardian for a day and one hour after school reflection
- 30 Student improvement team
- 35 Pending Reflection Committee outcome
- 40 Pending Reflection Committee outcome
- 45 Pending Reflection Committee outcome
- 50 Reflective hearing with Reflection Committee, parent/guardian and student

**Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip.*

When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Reflection Committee.

C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES

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

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

The following tables delineate unacceptable types of behavior and possible consequences.

BEHAVIORAL EXPECTATIONS		
BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
<ul style="list-style-type: none"> ◆ Keep hands to yourself. ◆ Ask for permission to use any equipment, resources or materials. ◆ Use equipment appropriately and for its intended use. ◆ Walk to and from class during transition periods. ◆ Report unsafe behaviors (e.g., bullying) ◆ Remain in assigned areas. ◆ Solve problems peacefully. ◆ If you are unsure of something, seek help from or ask an adult. 	<ul style="list-style-type: none"> ◆ Arrive to class on time and ready to work. ◆ Be on task. ◆ Be prepared each day with school materials. ◆ Give full effort in all work. ◆ Raise hand in class. ◆ Be in proper uniform. ◆ Follow classroom expectations. ◆ Throw away waste in proper receptacle. ◆ Keep campus clean. ◆ Sit in assigned seat. ◆ Respect school property and ask before borrowing other's property. ◆ Use restroom during non-class time. 	<ul style="list-style-type: none"> ◆ Follow the teacher's directions and use positive language with peers. ◆ Acknowledge one's mistakes and correct them. ◆ Be kind to others. ◆ Respect each other's differences. ◆ Respect other's property and personal space. ◆ Use a quiet, conversational voice. ◆ Use polite language such as thank you, you're welcome, and I'm sorry. ◆ If in disagreement, voice concerns respectfully and appropriately. ◆ Cooperate with adults and peers.
Level 1 Infractions		
<ul style="list-style-type: none"> ▪ Invading personal space ▪ Fighting and/or arranging altercations ▪ Antagonizing others ▪ Violation of school/class rules ▪ Horseplaying ▪ Violating off-limits/restricted area 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ▪ Violation of school/class rules ▪ Passive participation in hurtful acts/words against others ▪ Public display of affection (holding hands, kissing, hugging, etc.) ▪ Disrupting learning environment ▪ Refusing to cooperate and comply with school rules/personnel
Possible Corrective Strategies		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p><u>First Infraction:</u></p> <ul style="list-style-type: none"> • Re-teaching school behavior expectations • Having the student apologize and making amends with those affected <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent or legal guardian 		<ul style="list-style-type: none"> • Implement a Home to School and School to Home Communication System (e.g., CoolSIS) • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Refer the student to the Reflection Committee

Level 2 Infractions		
<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) 	<ul style="list-style-type: none"> ▪ 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 ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Extortion 	<ul style="list-style-type: none"> ▪ Sexual 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 ▪ Disrupting learning environment

Possible Corrective Strategies

<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for the offenses listed in Section D: Suspension and Expulsion Procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., CoolSIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team
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Level 3 Infractions

<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 ▪ Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) ▪ 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 ▪ 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 	<ul style="list-style-type: none"> ▪ 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.) 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Lewd conduct ▪ Planning and/or arranging actions with malicious intent ▪ Bullying/cyberbullying ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Writing or drawing obscene /profane language/pictures
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Possible Corrective Strategies

<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for the offenses listed in Section D: Suspension and Expulsion Procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., CoolSIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Data-based decision making • Refer the student to the Response to Intervention (RTI) team
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Infractions Explained:

Assaulting, Fighting and/or Arranging Fights
School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.
Bringing / Using Electronic Devices
CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.
Scholastic Dishonesty
Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.
Texting/Sexting
Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.
Disrupting Learning
Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay
Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.
Violating Uniform Policy
A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.
Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol
Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.
False Fire Alarms
Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.
Forgery of Signatures
Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or

another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity

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

Bullying & Cyber Bullying

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

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

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment.

Harassment can be verbal, physical and visual. (Education Code, § 212.5)

Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Behaving Disrespectfully towards Teachers or Staff

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

Student Hazing

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

Smoking or Use of Other Tobacco Products

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

Stealing and/or Vandalizing School/Private Property & Graffiti

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

No Permanent markers or aerosol cans are allowed at school.
Displaying Threatening Behavior
Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.
Bringing Weapon in School
A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.
If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.
Possession or Use of Fireworks
Using or possessing any amusement device, smoke bomb, stink bomb, etc.
Gang and Secret Society Symbols
Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret

society, illegal club, sorority or fraternity.
Arson
Intentionally starting any fire or combustion on school property
Public Display of Affection
Public displays of affection are not allowed.
Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules
Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

Suspensions of students with disabilities cannot exceed ten days without a “manifestation determination.” A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

D. SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MPS school staff has committed itself to 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 CoolSIS points

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

Alternatives to Suspension

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

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written

assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Reflection

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

In School Suspension (ISS)

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

GROUND FORS SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
24. Intentionally "hacked" or broken into a School or School affiliated computer system.
25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline 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.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either

determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);

5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on

school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI- MANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur <u>at school or at a school activity off campus</u> unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**
2. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)
13. Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is

disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the

evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall

immediately be returned to his/her educational program.

Written Notice to Expel

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

1. Notice of the specific offense 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 student's district of residence. This notice shall include the following:

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

Disciplinary Records

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

Expulsion Appeals

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

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

Interim Placement

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

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

GENERAL POLICIES

A. SCHOOL ACTIVITIES

MPS will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

School administration reserves the right to refuse anybody to attend these activities based on academic and behavioral concerns.

Field Trips:

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year. MPS plans many field trips, weekend getaways, summer camp, and the Europe Trip during spring break.

Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission for students to attend.

After School Activities:

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts. We strongly encourage our students to explore and take advantage of these after school opportunities.

MPS is not responsible for students not participating in after school activities. Those students must leave the campus within ten minutes of school dismissal time.

Academic Tutoring Program:

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT prep. All students are welcome to join at specified times.

B. ILLNESS, INJURY, AND MEDICATION POLICIES

MPS does not have a nurse on staff. The office staff can assist students with basic first aid treatment; however office staff is not registered nurse. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

Illness or Injury during the school day:

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

Illness at Home:

If a student is not physically well prior to the beginning of the school day, the office should be informed and the student must be kept at home.

Medications:

- All medications must be in the original container.
- The container must be clearly marked with the student's first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office.
- All medications are to be delivered to the Main Office and be picked up at the end of the day. The school is not liable for any medication not picked up after school.
- Children with chronic conditions may be exempted from this rule only after conference between the parents/guardians and the principal.

Contagious Diseases:

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home.

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

C. PARENTAL INVOLVEMENT AND SUPPORT

Since your child's education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

Parents/Guardians are asked to:

- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with MPS student handbook and explain it as necessary.

D. PARENT/TEACHER COMMUNICATION

- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call the main office or email them directly.
- Please do not attempt to have an impromptu conference with a teacher on campus as appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like to visit and get approval from administration at least a day prior to their visit.
- Parent/teacher/student conferences are strongly encouraged when an appointment is made prior.

E. HOME VISITS

- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- For most students home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. They do not intersect

considerably. Parents and the teachers are critical partners in educating the “whole child.” However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers’ attempt to break the virtual border between the partners, which is most of the time successful.

F. CONTACTING YOUR CHILD DURING SCHOOL HOURS

- Parents/Guardians should only contact the main office if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office personnel.
- Parents/Guardians should not contact their child’s cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

G. VISITORS

All visitors including parents and guardians must report to the main office when they arrive, sign in and obtain a visitor's pass if they are to go to any part of the building. To prevent interruption to the instructional program, we request that all items brought to the schools are left in the office labeled with the name of the teacher and student. Student visitors are NOT permitted, at any time, on campus. Visitors must make prior arrangements with administration and must be approved to visit MPS at any time.

H. COOLSIS SCHOOL INFORMATION SYSTEM

Parents, as well as students, will have access to their child’s grades in each class, missing/incomplete/ upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

All discipline entries will remain on CoolSIS for the entire year.

I. PHONE USE

In case of emergency, students may go to the office with a hall pass from a teacher.

Please note: The office phone is for emergency calls only.

J. NEWSLETTER

- Communications regarding school activities from faculty to parents/guardians and students will be sent home periodically.
- Copies of the newsletter are available at the school office.

K. ELECTRONIC DEVICES

MPS policy regarding possession of cellular phones, any personal electronic devices, iPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student’s belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.
- All confiscated devices will be returned to the parent/guardian accompanied by the student at an assigned time.

L. LOST AND FOUND

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the

main office. Items not picked up will be donated monthly.

M. PE LOCKERS

- When available lockers are provided for physical education class, during that period only.
- Lockers are not assigned to students.
- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their gym lockers and use it for the period with the condition of removing them daily. Please check with the school administration for specifics.

MPS does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.

N. TEXTBOOKS

Textbooks and work books are issued at teacher's discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and work books. Books are to be returned to the school in good condition at the end of the school year or at the time a student transfers out to another school.

Students will be required to report any damages to the textbooks to their classroom teachers. Parents/Guardians will be held responsible for the damage or loss of textbook.

O. MEAL PROGRAM

- Students must submit the MPS meal program application before the first day of school.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.
- An outstanding balance of \$5.00 or more will not allow students to receive a meal. Students are responsible for making sure their account does not have an outstanding balance.

P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES

- Parents may contribute to supply ten dollars (\$10) to cover the cost of a survival kit to be kept at school and used in case of emergency.
- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by MPS.
- If the local public schools announce that the students will be dismissed, MPS will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because MPS has to account for all students.
- MPS Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

Q. STUDENT TRANSFER

- Any student transferring out of Magnolia Public Schools must complete the "Student Transfer Form" which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.
- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents are responsible to pay for damages on the textbooks.

R. DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and

neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school

- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

IMPORTANT NOTICE

Dear Parents/Guardians,

- *Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.*
- *Each individual MPS campus may include amendments into this handbook addressing local issues.*
- *Any changes or additions to this handbook will be given to the students and parents in writing.*

MPS STUDENT UNIFORM POLICY

	GIRLS	BOYS	ADDITIONAL
BOTTOM	Skirts, pants, shorts, skorts, or capris are acceptable.	Pants or shorts are acceptable.	<p>Pants/Skirts/Skorts/Shorts:</p> <ul style="list-style-type: none"> • May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone. • Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. • Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip. • Pants may not be made from legging or jegging material. • Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. • The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing. • Socks may not be worn over pants. • Rubber bands are not allowed on the bottom of pants or ankles. • No Jean style pants. • No Cargo pants/shorts. • Must have a built in pocket not a sewn on pocket.
	<p>Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.</p> <p>Belts (required for all variations of dress uniform):</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. 		
TOP	<p>White, gray or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school.</p> <p>Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.</p>		
FOOTWEAR	<ul style="list-style-type: none"> • The majority of the shoe must be black, brown or gray. Small logos are acceptable. (Shoes must be closed toe.) • "Athletic" shoes for the dress code must be completely black or brown. • Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white 		<p>Undergarments:</p> <ul style="list-style-type: none"> • Should not be noticeable through or outside of clothing, tops and bottoms. <p>Uniform:</p> <ul style="list-style-type: none"> • Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy. • Undershirts must be short-sleeved if worn. • The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. • Under shirt may not hang out of sleeves. <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. Shoe laces must match shoes and be in solid color.
	No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.	No sandals, boots, clogs, mules, slippers, flip flops or shoes with wheels.	
PE UNIFORM	<p>TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.</p>		
	<p>BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.</p>		
	<p>FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.</p>		

<p>OUTERWEAR</p>	<p>Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.</p> <p style="text-align: center;">For colder weather:</p> <ul style="list-style-type: none"> • MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside. • Sweatshirts and jackets must be solid navy blue or gray. <p style="text-align: center;">* * *</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Each individual MPS campus may include site-specific amendments into the uniform policy addressing local issues.</p>	<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>Hair:</p> <ul style="list-style-type: none"> • Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable. • Colors such as red, blue, purple, green, white, etc. are not permitted. • Hair must be neat, clean, and well kept. • If the hair obstructs the student’s sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student’s sight. • Excessive “gel” of any kind is not acceptable, and should not be visible. • Hair may be “spiked” with gel or any similar-acting substance but must be no longer than 1 inch. • Combs may not be left in hair. • No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back. • No Mohawks or Fohawks • For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.
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STUDENT TECHNOLOGY USE POLICY AND AGREEMENT

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools (“Charter School”) offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“**Educational purpose**” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“**Inappropriate use**” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services on campus and may have teacher aides, student aides, and volunteers assist in this supervision.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email,

chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall oversee the maintenance of the Charter School's

technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright

restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.

- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Participating in political activities.
 - h. Conducting for-profit business.
 - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.

NCLB COMPLIANT PARENT INVOLVEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.¹ This policy has also been incorporated into the LEA's plan developed pursuant to NCLB, and submitted to the California Department of Education with the LEA's Consolidated Application.

II. Involvement in Drafting the LEA Plan

Parents of participating children will be involved in the development of the LEA plan required by NCLB. On an annual basis, the LEA will submit the LEA plan to the Parent Council for review and suggested changes before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA plan when it is submitted to the CDE.

III. Involvement in School Review and Improvement

Parents of participating children will be involved, to the extent applicable, in the process of school review and improvement under NCLB. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Identification of a school for improvement:

Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

School plan: Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with NCLB.

Notice required after school identification: If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA and the CDE;
- The reasons for the identification;

- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

Information regarding corrective action taken: The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Restructuring: Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by NCLB.

IV. Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

- The LEA will distribute 95% of the funds reserved pursuant to NCLB to the school for parent involvement activities;

- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

V. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

VI. Notice

Within **60** days of the beginning of school, the School will send **[e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets]** a notice to **[if in a targeted assistance school]** [parents of participating children] **[or if in a school with a school wide program]** [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;

- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII. Title I, Part A Program Involvement

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

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the

School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.

- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will create an Advisory School Council (ASC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The ASC will meet at the School and will consist of:
 - The Principal
 - 2 Teacher representatives elected by the faculty
 - 1 Classified employee by the staff
 - 1 Student representative elected by the Student Council
 - 2 Parent representatives elected by the Parent Club
 - 1 Community representative elected by the Parent Club
 - All parents of participating children will be invited to the ASC meeting.

Additionally, the ASC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VIII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of

their children (collectively referred to "Standards and Requirements"):

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

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to

work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Status Portal:** MPS will use CoolSIS, an online web portal currently being used at all MPS. The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

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

- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. Education on Parent Involvement

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

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

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.² Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

² Source:
http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family. The LEA staff uses an "Activity Module" in its school information system, i.e., CoolSIS, to plan and record home visits.

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D. Other Optional Parent Participation

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

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work

directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX. Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under

NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

XI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline 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 build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to

recommendations from parents of participating children.

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

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture,

background, children's talents and particular needs for the schools.

- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with NCLB, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

XIV. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

SCHOOL-PARENT-STUDENT COMPACT

This School-Parent³-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter “School”) and is intended to outline 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 build and develop a partnership to help children achieve the State’s high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

I. School Responsibilities

- The School will provide 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 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.

³ Within this policy, the word “parent” is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

II. 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 adhere 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 on-line for parents and students via the school website and the online Student Information System (CoolSIS), 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 do 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 volunteer at School when requested.

III. Student 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.

INTERNAL COMPLAINT PROCEDURES

The ultimate purpose of this internal 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, informal 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) 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. Anonymous complaints will not be considered except as provided in California Education Code section 49013(b) regarding pupil fee complaints. 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 Chief Executive Officer (CEO) 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 “Internal Complaint Procedures Form” giving details about the complaint and steps taken to resolve it, and contact the CEO of MPS at:

Chief Executive Officer
Magnolia Public Schools
13950 Milton Ave. Ste 200B
Westminster, CA 92683
Phone: (714) 892-5066
Fax: (714) 362-9588
Email: contact@magnoliapublicschools.org

The CEO (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 (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 Resolution⁴

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 Internal 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 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the CEO’s decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board’s decision to the complainant within 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 except as provided in California Education Code section 49013(b) regarding pupil fees.

⁴ For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the Internal Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

INTERNAL COMPLAINT PROCEDURES FORM

Person filing complaint:

Name: _____ Title: _____
 Home Address: _____
 Phone #: _____ Email: _____
 Person Filing Complaint Is: Parent Advocate Student Employee Other

Complaint filed on behalf of self (person filing complaint as indicated above) or on behalf of:

Name: _____
 (if applicable) For student: _____ Date of Birth: _____ Grade: _____

Site:

School/Work Site/Office of Alleged Violation/Complaint: _____

Type of complaint:

<p>Allegation of Noncompliance</p> <p>Check the program or activity referred to in your complaint.</p>	<input type="checkbox"/> Adult Education <input type="checkbox"/> Career Technical Education <input type="checkbox"/> Child Development Programs <input type="checkbox"/> Consolidated Categorical Programs <input type="checkbox"/> Migrant and Indian Education <input type="checkbox"/> Nutrition Services <input type="checkbox"/> Special Education	
<p>Allegation of unlawful adult-to-student, student-to-student, or non-employee discrimination or harassment</p> <p>Check the basis of the unlawful discrimination/harassment described in your complaint.</p>	<input type="checkbox"/> Age _____ <input type="checkbox"/> Ancestry _____ <input type="checkbox"/> Color _____ <input type="checkbox"/> Disability (Mental or Physical) _____ <input type="checkbox"/> Ethnic Group Identification _____ <input type="checkbox"/> Gender _____ <input type="checkbox"/> National Origin _____ <input type="checkbox"/> Race _____ <input type="checkbox"/> Religion _____ <input type="checkbox"/> Sex (Actual or Perceived) _____ <input type="checkbox"/> Sexual Orientation (Actual or Perceived) _____ <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics _____ <input type="checkbox"/> _____	
<p>Other</p>	<input type="checkbox"/> Unlawful Sexual Harassment <input type="checkbox"/> Complaint by Employee Against Employee	
<p>All other complaints</p> <p>Follow the resolution steps for all other complaints.</p> <p>Check the type of complaint.</p>	<input type="checkbox"/> Pedagogical, academic or teacher related issue <input type="checkbox"/> Student behavior or discipline issue <input type="checkbox"/> Other issue: _____ _____ _____	<p>Resolution Steps:</p> <p>Level 1: Direct Resolution</p> <p>Level 2: School Level Resolution</p> <p><i>Fill out this form at Level 3.</i></p> <p>Level 3: MPS Home Office Level Resolution</p> <p>Level 4: Board Level Resolution</p>

1. Please give facts about the complaint and attach any relevant documents if available. 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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Executive Officer
Magnolia Public Schools
13950 Milton Ave. Ste 200B
Westminster, CA 92683
Phone: (714) 892-5066

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MAGNOLIA PUBLIC SCHOOLS

Receipt of and Agreement to the MPS Handbook, Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

Student's Name: _____ **Student's Signature:** _____

Parent/Guardian's Name: _____ **P/G's Signature:** _____

Date: _____

(If known, circle grade and group.)

Grade:	K	1	2	3	4	5
	6	7	8			
	9	10	11	12		

Group:	A	B	C	D	E	F
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Appendix F

Lockdown Procedures

- Announcement over PA, "Prepare immediately for lockdown. This IS/IS NOT a drill. Repeat, Prepare immediately for lockdown. This IS/IS NOT a drill.
- Call each classroom with broken PA system to make the announcement
- IF REAL: Call 911 & follow police directives
- **LOCK/CHECK ALL exterior doors:**
 - **Principal** – last building (rooms 7-12) / bathrooms and bungalows
 - **Dean of Students** – second building (rooms 1-6) / bathrooms
 - **Dean of Academics**- Front to to back- office/band/locker room building and bathrooms
 - **Office Manager/Secretary** - CLOSE windows & blinds, LOCK exterior doors, SHUT OFF lights, then email / Text Message ALL teachers to alert whether it is a drill or a real lockdown
- STAY AWAY from windows and doors
- DO NOT OPEN doors for any reason before "all clear" is received
- IF REAL: Notify MPS district office we are in lockdown
- Monitor main phone line
- IF REAL: Text & Tweet message to parents that we are in lockdown
- **When it is deemed SAFE, announce over PA, "This is an ALL CLEAR. It is safe to return to normal activity."**
- IF REAL: Text & Tweet message to parents that we are no longer in lockdown
- IF REAL: Email parents with an approved message from Central Office
- IF REAL: Call MPS district office to let them know we are no longer in lockdown
- Enter this in the log in the emergency binder

Auditorium : Students should move into the Resource Room, lock all doors and close the blinds.

Lunch area: Students should be moved into the Auditorium or to the Locker Rooms if Auditorium is not safe.

Upper field/ Lower Blacktop area: If/as possible, depending upon situation, attempt to move into Auditorium or to the nearest classroom.

Bathrooms: Students/staff should move into a stall, lock the staff door and crouch on the toilet so feet, hands and head are hidden from view.

Hallway: Students should move into closest classroom immediately.

Locker Rooms: Students should stay inside, lock all doors and close the blinds.

Shelter in Place

- If there are vague threats or violence in the community not directed at the school, announce over PA, “We are going into SHELTER IN PLACE mode. Repeat, we are going into shelter in place mode.”
- **LOCK/CHECK ALL exterior doors:**
 - **Principal** – last building/bathrooms and bungalows
 - **Dean of Students** – second building/bathrooms
 - **Dean of Academics**- office/band/locker room building and bathrooms
 - **Office Manager/Secretary** - CLOSE windows & blinds, LOCK exterior doors
- **Teaching and learning does not stop**
- Students may stay in their seats, and continue INSIDE the classroom as usual.
- Nobody leaves the classroom
- Enter this in the log in the emergency binder

Appendix G

Magnolia Science Academy – San Diego Campus

Comprehensive School Safety Plan

CRITERION 1

Date range: 7/15/2015 – 1/11/2016

Search Radius: .5 mile

The crime statistics in the date range above are during the six-months prior to this report being created. During that time 61 total crimes were committed near our campus. The following table has a detailed breakdown of all crimes committed during the preceding 6 months.

Type	Number of Occurrences
Theft	12
Assault/Battery	10
Fraud	10
Vehicle Theft	9
Vandalism/Malicious Mischief	7
Burglary	7
Vehicle Break-In	4
Possess Controlled Substance	1
Other Sex Crime	1
Total	61

Magnolia Science Academy- San Diego has a Zero Tolerance Policy for drugs and alcohol. Students attend a number of programs that are offered throughout the school year. We implement the following programs each school year giving support to our students; Campus Wide Positive Behavior Intervention and Support, Character Education in our Get Ready for Life Class, Anti-Bullying Assemblies, Citizen, Scholar, and Athlete recognition, and constant communication with parents by teachers and administrators about their children’s citizenship and behavior at school.

CRITERION 2

MSA-San Diego administration conducted in service training to all our employees during the August 2015 staff development meetings. Staff members were also given training on Mandated Reporter requirements during a staff professional development day on September 18th, 2015. In addition, all staff members were required to complete an online mandated reporter training with SafeSchools Online

Training. All staff members completed this training by September 30th, 2015. Records of each staff member completing this training are on file with the principal.

CRITERION 3

MSA-San Diego administration team, including the Principal, Dean of Students, Dean of Academics, and Dean of Culture all review the Disaster Procedures annually. Our staff members receive training each year at the Back to School staff meetings on the various types of emergency and disaster procedures and routines. As required by state law, safety drills (including fire, lockdown, and earthquake drills) are conducted twice each school year. Students and staff review the evacuation procedures, routes, assembly areas, assigned responsibilities, and actions that must be taken. Information is distributed in a red folder that is kept by the door of each room. Students receive information via our practice drills and classroom instruction.

CRITERION 4

Staff review with their students the conduct, responsibilities, and discipline procedures that are expected. Information with specific procedures relating to suspension, expulsion, and mandatory expulsion is distributed through our Staff/ Student/Parent Handbooks. In addition, students receive information during our assemblies, and classroom instruction. When a student has committed an act which requires suspension, the Disciplinary Committee meets, and the parent is contacted by either the Dean of Students or the principal for a conference. The conference includes the student, parents, principal or Dean of Students, and the staff member involved. An action plan is discussed and implemented. The suspension is recorded in Power School by the School Clerk.

CRITERION 5

If a dangerous student is placed at MSA-San Diego, the Principal will verbally notify the classroom teachers, the Dean of Academics, and the Dean of Students. All court records regarding a dangerous student are kept in a separate file in the Principal's office in order to maintain student's confidentiality. In addition, any information received by a teacher, counselor, or administrator will also be kept confidential and shall not be disseminated further by the teacher, counselor, or any administrator.

CRITERION 6

All MSA-San Diego staff receives Sexual harassment training in the Back to School meetings. In addition, Staff members completed an online training with SafeSchools Online Training before October 30th. In addition, in the Staff Handbook information is given to address sexual harassment. Also, all students and parents must sign a Student & Parent Acknowledgement form annually which states that they have read the handbook including the discrimination and sexual harassment policy and will abide by the policy and accept consequences in case of policy violations.

CRITERION 7

MSA-San Diego Dress Code is provided in the Parent & Student Handbook that is sent home yearly to all students. It can also be found in the student's planners.

The dress code states:

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. 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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, short skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

Failure to observe the dress code will result in the following:

Change of attire by either having a parent bring it in, or an alternative appropriate article clothing will be provided by the school. The parents or guardians will be notified through our online communication software, CoolSIS. The dress code has been specifically addressed in assemblies, orientation night, and voicemails to all parents and guardians.

CRITERION 8

The site's Emergency Preparedness Plan includes evacuation procedures as well as evacuation routes. Lockdown procedures are also included and address emergencies during the school day, before school, after school, and at lunch. These procedures have been reviewed with staff, students and parents via classroom discussion, staff meetings, and school assemblies. In case the evacuation field is inaccessible, students will exit the classrooms and meet at the parking lot in front of the school. An off-site evacuation site has been established at Albertson's on 8650 Lake Murray Blvd, San Diego, CA 92119.

In addition, we conduct two school-wide drills each school year which includes the annual “California Shakeout Earthquake Drill”

CRITERION 9

Building a safe school environment, creating a positive learning climate, and providing students with opportunities for successful, rewarding experiences requires the effort of many. This is illustrated in the Student-Parent Handbook, which outlines the commitments and responsibilities required of students, teachers, parents/guardians, school administrators, and central office. Our handbook is prepared annually and is provided to students and parents to review. The principal is responsible for maintaining the discipline in the school. The principal may delegate tasks required for the maintenance of good student conduct to the Dean of Students, and other site personnel. Our students are under direct supervision by staff members at all times while in school or while attending all school-directed activities. Annually, all the staff and administration commits to improving the climate by having a clean, healthy, safe, and well-maintained school environment. In addition, we communicate with school police in securing our campus with safety alarms and gates, thus prioritizing the safety of our students and campus. Unlawful access onto our campus by those without legitimate business is strictly forbidden.

CRITERION 10

This plan includes procedures ensuring the full participation of students and staff with special needs and disabilities through the planning and implementation of mitigation, preparedness, response, and recovery strategies as part of the overall management of school emergencies and disasters.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care, and other emergency response and recovery programs involve the following:

- Review working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
- Understanding special needs demographics of students on site
- Involve students with different types of disabilities and staff and teachers in identifying the communication and transportation needs
- Accommodations, support systems, equipment, services, and supplies that they will need during an emergency.
- Identify existing resources within the school and local community
- Local responders establish a relationship with individual students with disabilities and their teachers

In addition, at MSA-San Diego, our Special Education Assistants and Special Education Teachers work in the classrooms with students that have special needs. In the event of an emergency, these employees are available to help students and adults evacuate the buildings.

CRITERION 11

The Comprehensive School Safety Plan will be presented to the Site Advisory Board after receiving approval from the school police department. All constituents were invited to provide their input. Communication was through email among the Site Advisory Board members.

The MSA- San Diego School Safety Committee:

Gokhan Serce- Principal
Nathan Williams- Dean of Students
Nellie Tate- Dean of Academics
Halil Akdeniz- Dean of Culture

Appendix H

Site Incident Command Team

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases one individual may be able to fill more than one “position”. (Example: in a small incident the School Principal oftentimes serves as the Site Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Site Incident Commanders are encouraged to “cluster” certain same-section positions, if the workload allows. The Site Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning Chief could assume the Documentation and Situation Analysis duties. The Logistics Chief could assume the Supplies, Facilities, & Staffing duties.

The Incident Command System calls for staffing that will accommodate 24 hour coverage. Accordingly, the position assignments in Section Four call for two shifts. If an individual is assigned to the “first shift” they cannot also be assigned to the “second shift”.

Site Incident Command Team Assignments

Key staff will be pre-assigned to the Site Incident Command Team and have specific duties during emergencies. These duties include:

- **Site Incident Commander**– responsible for overseeing on-site emergency operations. Typically also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer**- ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer**– acts as official spokesperson for the site in an emergency situation, until the District’s Communications Officer is available
 - **Liaison Officer**– serves as the point-of-contact for agencies outside of the District’s organization.
- **Operations Chief**– manages direct response to the on-site emergency. Shares gathered information with the Planning Chief.
 - **Site Facility Check & Security**– controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to the Operations Chief
 - **Search & Rescue Leader and Buddy Teams**– checks campus for damage, rescues victims, and reports site conditions. The Leader stays at the Site Command Post. Each “buddy team” will consist of two Search & Rescue Team members. The number of buddy teams is dictated by the size of the site (see Search & Rescue Team position checklist for standards).
 - **First Aid & Medical Leader and Buddy Teams**– sets up Triage to provide first aid and medical response including CISM (Critical Incident Stress Management). The Leader stays at Triage. Each “buddy team” will consist of two First Aid & Medical Team members. The number of buddy teams is dictated by the size of the site (see First Aid & Medical Team position checklist for standards).
 - **Student/Parent Reunification**
 - **Evacuation Area**– ensures the care and safety of all students on campus (except those in Triage)

- **Request Area**– processes requests by parents or other authorized adults for release of students
- **Release Gate**– releases student to parent or other authorized adult
- **Planning Chief**– in charge of collection, evaluation and documentation of information about the incident
 - **Documentation**– collects, evaluates, and documents event
 - **Situation Analysis**– assesses the overall incident
- **Logistics Chief**– provides facilities, services, personnel, equipment and materials to support response including food and transportation services
 - **Supplies, Facilities, & Staffing**– provides supplies, equipment and staffing to support response
- **Finance & Administration Chief**– primary duty is accountability of students, employees, and visitors. Also tracks purchases, staff hours, and costs

In the event of an emergency, the Site Incident Commander will establish a Site Command Post. Site Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Site Incident Command Team will report to the Site Incident Commander at the Site Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students, employees, and visitors.

The District's Emergency Operations Center (EOC) located at the District Offices' may be activated to support on-site emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC.

It's important that the Site Incident Command Team refer to both the District Administrative and Emergency Procedures and the Emergency Quick Reference Guide for command directives and clarifications.

Site Incident Commander

The Site Incident Commander is the point of contact for the Site Emergency Plan.

During emergencies, the Site Incident Commander coordinates all operations. The Site Incident Commander is typically the site principal or leading administrator. To assist the Site Incident Commander, a Site Incident Command Team is assigned to address key issues during emergency operations. The team works as directed by the Site Incident Commander.

The Site Incident Commander and Site Incident Command Team are responsible for maintaining and implementing their Site Emergency Plan. School Police Services will assist with emergency preparedness, disaster planning, and will be responsible for generating the final, approved version of each site's Site Emergency Plan. As a component of the overall Comprehensive Safe Schools Plan document, School Police Services will review this emergency plan on an annual basis to determine if the Site Emergency Plan is compliant with Federal, State, and local laws, as well as with district policy and procedure.

The Site Incident Commander will coordinate training for all new staff (paid and volunteer) with assignments in the Site Emergency Plan. The Site Incident Commander, coordinating with School Police Services will conduct scheduled exercises to provide staff with an opportunity to train and practice the emergency procedures outlined in the Site Emergency Plan.

Assigned individuals are required to review their duties and responsibilities at least twice per year.

Roles and Responsibilities

Reports to: Superintendent (or designee)

Reports to: **Superintendent (or designee)**

Staffing

Characteristics: Principal or Site Administrator

Responsibility: The Site Incident Commander is solely responsible for emergency and disaster response and shall remain at the Site Command Post to observe and direct response. Ensures the safety of students, staff and others on campus

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Emergency Response Box(es)
- Emergency Disaster Kit
- Campus maps (multiple copies)
- Master keys
- Site Incident Command Forms (Forms 1-13)
- Emergency Personnel Position Descriptions
- AM/FM radio (batteries)
- Command Post Supply Bin (pens, pencils, paper, clipboards, basic first aid supplies, duct tape, stapler, etc.)
- Site Emergency Response Plan
- Tables & chairs (if Site Command Post is outdoors)
- Job Descriptions on Clipboards
- Bull horn
- Staff rosters (2 sets)
- School Radios
- District emergency radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- Determine safe and proper location for command post
- Implement Site Emergency Response Plan and District Emergency Procedures**

❖ **REMEMBER: THE MORE INVOLVED YOU ARE IN PERFORMING TASKS AND ASSIGNMENTS, THE LESS SUPERVISION AND ORGANIZATION THERE IS. YOU ARE A FACILITATOR AND COORDINATOR, YOU MUST DELEGATE TASKS AND REMAIN IN CONTROL OF THE ENTIRE SCENE.**

- Develop and communicate an Incident Action Plan (Site Form 1) with objectives and a time frame to meet those objectives
- Develop and communicate an Incident Action Plan (Site Form 1) with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Form #6 Site Incident Command Team Assignment Form as positions are staffed
- Appoint a second shift or Deputy Site Incident Commander in preparation for long-term response

During Event:

- Continue to monitor and assess total site situation
- Ensure critical issues are addressed immediately
- Ensure Public Information Officer or Liaison Officer is properly communicating with district and emergency personnel
- Update site maps as Search & Rescue progresses and record damage assessment information
- Check with chiefs for regular updates
- Reassign personnel as needed or as they complete each assignment
- Report through Communications to school district on status of staff, site as needed. (Site Form 11 Site Status Report)
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per district guidelines. By law, during a disaster, the staff will become "Disaster Service Workers"

- Remain on and in charge of your site until redirected or released by the Office of the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Office of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the district before taking any further action
- Ensure that any open actions not yet completed will be taken care of after deactivation
- Ensure the return of all equipment and reusable supplies to Logistics
- Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit
- Proclaim termination of the emergency and proceed with recovery operations if necessary
- Schedule a post incident meeting to take place no later than the following day with all staff and incident personnel
- Receive any information that needs to be followed up on from all personnel
- Account for all personnel prior to leaving

Liaison Officer

Reports to: **Site Incident Commander**

Staffing

Characteristics: **Staff with good communication skills, ability to retain and relay information, and ability to follow direction**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies from within and from outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information. It is essential that the Liaison Officer communicates often with Incident Commander and other assigned personnel to acquire accurate information and relay information from other agencies.

Special Equipment:

- Clipboard, paper, writing utensils
- School Radio
- School site map(s) and area map(s):

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan
- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans
- Provide periodic update briefings to Agency Representatives, as necessary
- Record pertinent information to keep an accurate log of actions and information

Public Information Officer

Reports To: **Site Incident Commander**

Staffing

Characteristics: **It is common for the District's Communications Office to carry out these duties. Until the Communication Office is able to assume the responsibilities involved, a staff member with good communication skills, ability to retain and relay information, and ability to follow direction is necessary to fulfill these duties**

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available and authorized for release**

❖ DO NOT RELEASE INFORMATION UNLESS AUTHORIZED TO DO SO BY THE INCIDENT COMMANDER

A school site-based Public Information Officer should only be used if the media is on campus and the District's Communications Officer is not available.

Special Equipment:

- Battery operated AM/FM radio
- Writing utensils, paper, clipboard
- Scotch tape/masking tape/duct tape
- Forms:
 - Public Information Release Worksheet (Site Form 12)
- School site map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display

Start-Up Activities:

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). This site should be on school grounds and away from the request gate. Get approval from the Site Incident Commander
- Instruct all staff to direct parents-guardians to the request gate.
- Identify yourself as the site "Public Information Officer" (vest, visor, sign, etc.)
- Consult with District's Communications Office to coordinate information release
- Assess situation and obtain statement from the Site Incident Commander
- Record information to maintain accurate information and verify which information is to be released
- Advise arriving media that the site is preparing a press release and approximate time of its issue
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event

During Event:

- Keep up-to-date on the situation

- ALWAYS brief the parents at the request gate before releasing the information to the media. Notify media of times they can expect briefings
- Do not remain in the media area. Remain near the command post and go to the media staging area when you are ready to make statements
- Statements must be approved by the Site Incident Commander and should reflect:
 - Reassurance — “Everything’s Going To Be OK.”
 - Incident or disaster cause and time of origin
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student request gate location. Do not release any names.
 - Resources and agencies present
 - Best routes to school if known and appropriate
 - Other relevant information school wishes to be released to the public, with approval from Site Incident Commander
 - **Prepare ahead of time and read statements if possible**
- When answering questions, only answer questions you know the answer to and are authorized to release information about
 - Do not make up answers or lie
 - Useful phrases include:
 - “I do not have that information at this time”
 - “I can try to obtain that information for you”
 - “I am not able to release that information at this time”
- Remind school site/staff volunteers to refer *all* questions for information from media or waiting parents to the PIO**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about incident and correct any misinformation heard
- Notify parents, with available assistance (crisis teams, law enforcement or school administration), of any requested students who are missing, absent, or deceased

After Event:

- Provide all documents, press releases and notes to the Documentation Unit
- Brief Incident Commander on any issues that arose, any information that needs follow-up, or any tasks that require further action (parent notification, etc)

Safety Officer

Reports To: **Site Incident Commander**

Staffing

Characteristics: **Good organization, communication and observation skills**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist, and coordinate distribution of safety equipment to proper personnel

Special Equipment:

- Hard hat (if available)
- Access to Emergency Container with tools and equipment
- Clipboard, paper, writing utensils

During Event:

- Monitor emergency evacuation and note any potential dangers or hazards
- Identify and mitigate safety hazards and situations as quickly and thoroughly as possible
- Ensure safety personnel, search and rescue personnel, and medical personnel have proper safety equipment
- Access Emergency Container to obtain any tools or instruments available for extrication, search and rescue, or safety
- Stop and modify all unsafe operations
- Ensure that responders use appropriate safety equipment and procedures
- Think ahead and anticipate situations and problems before they occur

- Anticipate situation changes, such as severe aftershocks, in all planning
- Keep the Site Incident Commander advised of the status of all safety aspects and activity as well as on any problematic areas which require attention

Operations Chief

Reports to: **Site Incident Commander**

Staffing

Characteristics: The Operations Chief should be a staff member familiar with the site, emergency procedures and adequate skills pertaining to organization and supervision

Responsibility: The Operations Chief manages the direct response to the disaster, which includes Facility Check & Maintenance Unit, Security Unit, Search & Rescue Unit, and Medical Unit.

Special Equipment:

- Clipboard, paper, writing utensils
- Campus maps
- School Radio
- Copy of Emergency Response Plan
- Incident Action Plan (Site Form #2)

During Event:

- Ensure all operations staff are promptly assigned and activated
- As staff is assigned, brief them on the situation and direct their immediate responsibilities, utilizing the position checklists
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed
- Notify Documentation Unit and Law Enforcement officials of deceased individuals**

- Ensure all Team or Unit Leaders have all necessary forms and equipment
- Ensure Medical personnel have necessary resources and location for triage and treatment area
- Ensure the Security Leader immediately facilitates securing the campus and record the time the campus is verified as secure
- Ensure Facility Maintenance Unit is inspecting the campus for issues, dangers or hazards and addressing as needed or able
- Ensure Search & Rescue Team Leader directs their operations keeping safety and hazards in mind
- Relay information about hazards or damages to Search and Rescue, Medical and Facility Maintenance Leaders and to the Command Post for relay to all other appropriate personnel
- As information is received from operations staff, pass it on to Situation Analysis and/or the Site Incident Commander
- Inform the Site Incident Commander regarding tasks and priorities
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Keep accurate record of all tasks and assignments to account for personnel and necessary tasks
- Schedule breaks and reassign Operations staff within the section as needed

Site Facility Check & Security

Reports to: **Operations Chief**

Staffing

Characteristics: Building Safety Supervisor or others familiar with the site's facilities.

Responsibility: Secures utilities as necessary, restricts access to unsafe areas and communicates results of the initial damage assessment to the Site Incident Commander. Utilize members of the Command Team to conduct the initial damage assessment. Purpose of the initial damage assessment is to identify physical damage to the buildings.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the campus and report any damage by walkie talkie to the Site Command Post.*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, ***if gas is leaking***, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Site Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that site's gates and fences are "secure" and report same to Site Incident Command Post.
- Advise Site Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire site has been checked for safety hazards and damage.

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media on and off campus as appropriate.

Site Security Leader

Reports to: **Operations Chief**

Staffing

Characteristics: Security Assistants, general staff or others familiar with the site, with good communication skills and able to be firm and authoritative when needed

Responsibility: Ensures the overall safety of students, staff and facility, restricts access to unsafe areas and communicates damage to the Operations Chief. Also assists with traffic control for public safety vehicles, parent pick-up and the media. Will coordinate and oversee site security teams if available.

Special Equipment:

- Whistle
- Flashlight
- School Radio
- Safety Cones

Start Up Activities:

- Secure all gates and exterior doors to the campus
- Advise Operations Chief as soon as campus is completely secure
- Post personnel at any areas that may be accessible by persons outside the campus

During Event:

- As you do the following, observe the campus and report any hazards by radio to the Operations Chief

- Assist students and staff evacuate buildings if necessary
- Conduct perimeter checks for the duration of response
- Advise Operations Chief of all actions taken for information and proper logging
- Direct traffic of vehicles of parents, public safety, and media on and off campus as appropriate
- Assist in the safe evacuation to off-site location
- Assist Request and Release Gates as needed for maintaining order
- Address or facilitate a response from law enforcement personnel for persons who pose a threat due to violence, out of control behavior, irrational behavior, or defiance

Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing

Characteristics: Trained in Search and Rescue or good decision making, organization, documentation and coordination skills

Responsibility: Establish and direct Search & Rescue Teams, document rooms cleared, search progress, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Sturdy shoes and long sleeves
- Clipboard, paper, writing utensils
- Forms:
 - Search and Rescue Recommended Supplies (Site Form #08)
 - Search and Rescue Log (Site Form #09)

Start-Up Activities:

- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known hazards, injuries, or other situations requiring response. Upon arrival of assigned team leader, brief team leader of known information.

- Teams should be assigned based on available manpower, minimum 2 persons per team.**
 - **The District recommends the following standards for establishing Search & Rescue Teams:**
 - **Schools and Administrative Facilities with less than 500 persons = 2 Teams**
 - **Schools and Administrative Facilities with 500-1000 persons = 4 Teams**
 - **School and Administrative Facilities with more than 1000 persons = 6 Teams**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger yourself or others
 - Do not work beyond your expertise
 - Use appropriate safety gear
 - Evaluate the situation prior to taking action
 - Follow all operational and safety procedures
- Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery
- When each room is cleared by the teams, report by radio to Operations Chief that room has been cleared (ex: "Room A-123 is clear")
- When injured victim is located, notify Operations Chief of location, number of victims, and condition of injured
- Do not use names of students or staff. Follow directions from Operations Chief
- Record exact location of damage, trapped or injured victims on Search and Rescue Log (Form #11)
- Keep radio communication brief and simple
- Update Operations Chief regarding the status of search and rescue progress

Search & Rescue/Utility Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue or good observation, decision making and physical skills and abilities

Responsibility: Check the site for damage, locate and rescue victims, report location of victims or hazards to the Search & Rescue Team Leader

Special Equipment:

- Search & Rescue Team Member Backpack
- Forms:
 - Search and Rescue Recommended Supplies (Site Form #08)
 - Search and Rescue Log (Site Form #09)
- Sturdy shoes and long sleeves
- Hard Hat, Gloves, Goggles
- Chalk, marker, wax pencil

Start-Up Activities:

- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known hazards, injuries, or other situations requiring response. Upon arrival of assigned team leader, brief team leader of known information.

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger yourself or others
 - Do not work beyond your expertise
 - Use appropriate safety gear
 - Evaluate the situation prior to taking action
 - Follow all operational and safety procedures
- Report gas leaks, fires, or structural damage to Search and Rescue Team Leader immediately upon discovery

- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings**
- If building is safe to enter, search assigned area (following map) using orderly pattern.
- Use chalk or grease pencil to mark slash on door when entering room.
- Check under desks and tables. Search visually and vocally and listen for any noises or victims.
- When leaving each room, draw another slash to form "X" on door
- Report by radio to Team Leader that room has been cleared (ex: "Room A-123 is clear")
- When injured victim is located, notify the Team Leader of the location, number of victims, and condition of injured
- Report information of importance to Team Leader but do not use names of students or staff
- Keep radio communication brief and simple, do not use codes
- NEVER separate from your partner and always maintain visual contact with your partner
- If a victim has injuries that prevent them from being able to move on their own, ensure the area is safe and request the Team Leader to direct medical personnel to your location.

❖ ***Do not move an unconscious victim or one who cannot move unless the environment poses an immediate threat***

Medical Team Leader

Reports to: **Operations Chief**

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse)

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or Critical Incident Stress Management (CISM)

Special Equipment:

- Marking pens
- First Aid Supplies
- Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms:
 - First Aid and Medical Team Supplies (Site Form #06)
 - First Aid and Medical Treatment Log (Site Form #07)
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- Teams should be assigned based on available manpower, minimum 2 persons per team.**
 - **The District recommends the following standards for establishing Medical Teams:**
 - **Schools and Administrative Facilities with less than 500 persons = 2 Teams**
 - **Schools and Administrative Facilities with 500-1000 persons = 4 Teams**
 - **School and Administrative Facilities with more than 1000 persons = 6 Teams**

- Establish scope of disaster with the Site Incident Commander and determine need for outside emergency medical support and transport capabilities
- Request assistance from the District Crisis Response Team for psychological staff and student needs when available
- Make personnel assignments (If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological)
- Review safety procedures and assignments with personnel
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles
- Obtain equipment/supplies from the container
- Assess available inventory of supplies & equipment
- Establish flow of patients into treatment area (document, triage, treatment, monitoring, release)
- Establish “immediate” and “delayed” treatment areas
- Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team
- If a morgue is needed, establish an appropriate location in consideration of the following:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner’s vehicle
 - Covered or enclosed area out of direct sunlight
 - Remote from evacuation area
 - Coordinate security to keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - ALWAYS use accepted universal precautions and personal protective equipment for protection from body fluids; replace with new gloves for each new patient

- Make sure that accurate records are kept for EVERY person given any form of medical treatment, including the condition for which treatment was provided
- Provide personnel response for injuries in remote locations to assist Search and Rescue teams when requested, or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel
- Keep Operations Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

Deceased Individuals:

- Report deaths immediately to Operations Chief, and Documentation Unit
- Do not use decedents name on radio. For immediate notification, use age, gender and location only***
- After pronouncement or determination of death:**
 - ***Do not*** move the body until directed by Site Command Post
 - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times***
 - As soon as possible, ***notify Operations Chief of the name of any decedents in person or using adult assistants,***
 - Operations Chief will notify the Site Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner
 - Keep accurate records, collaborate with Documentation Unit, and make records available to law enforcement and/or the Coroner when requested
 - Write the following information on two tags:
 - Date and time found
 - Exact location where found
 - Name of decedent, if known
 - If identified—how, when, by whom
 - Name of person filling out tag

- Attach one tag to body
- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag and move body to morgue
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

After:

- Conduct a Critical Incident Stress Debriefing for staff

Medical/Utility Team

Reports to: **Medical Team Leader**

Staffing

Characteristics: Trained in first aid and Critical Incident Stress Management (CISM)

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies (See Section Five)
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: First Aid and Medical Treatment Log (Site Form#07)

Start-Up Activities:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid
 - **ALWAYS** use accepted universal precautions and personal protective equipment for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept for EVERY person given any form of medical treatment, including the condition for which treatment was provided
- Provide personnel response for injuries in remote locations to assist Search and Rescue teams when requested, or request Logistics for staffing assistance
- If needed, request additional personnel from Medical Team Leader
- Continue to assess victims at regular intervals
- Report deaths immediately to First Aid & Medical Team Leader
 - **Do not use decedents name on radio. For immediate notification, use age, gender and location only**
- If & when transport is available, do final assessment and document on triage tag or medical form
- Keep and file records for reference—**do not send with victim**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms or determines triage tag category (red, yellow, green) and directs to proper treatment area
 - Should take 30 seconds to assess — no treatment takes place here
- Second team member logs victims' names on form and sends forms to Site Incident Command Post as completed

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible
- One member completes secondary head-to-toe assessment

- Second member records information on triage tag and on-site treatment records
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead

After:

- Clean up First Aid & Medical Treatment Area
 - Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

Evacuation Area

Reports to: **Operations Chief**

Staffing

Characteristic: Trained in or have the ability to manage large groups of students and coordinating other staff

Responsibility: Ensure the care and safety of all students during an emergency (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- School radio
- Writing utensils, paper, clipboards
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.

Start-Up Activities:

- Request additional personnel, if needed
- If school is evacuating:
 - Verify that the evacuation area and routes to it are safe

- Count or observe the classrooms as they exit, to make sure that all classes evacuate
- Facilitate the set-up of portable toilet facilities and hand-washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area.
- Administer minor first aid as needed.
- Arrange for escort of students to Medical Area or out of evacuation area if necessary. Do not let any students out of the evacuation area without an escort
- When necessary, provide water and food to students and staff.
- Coordinate with Evacuation Leader to facilitate the set-up of portable toilet facilities and hand-washing stations
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured, calm, and orderly
- Update records of the number of students and staff in the Evacuation area (or in the buildings) upon request
- Direct all requests for information to the Public Information Officer

Reunification Leader

Reports to: **Operations Chief**

Staffing

Characteristics: School staff

Responsibility: Serve as the coordinator between the request and release gates, medical area, and evacuation area. Facilitate the release of students and notification to guardians of any medical treatment provided. Ensure the proper documentation of any notification of treatment given when students are released.

Special Equipment:

- Clipboard, Writing Utensils, Paper
- Forms (from Command Post and Medical Area):
 - School Wide Student/Staff Missing or Deceased Persons Log (Site Form #05)
 - First Aid/Medical Treatment Log (Site Form #07) *completed by medical teams or work with teams to ensure accountability for all students requested*

Start-Up Activities:

- Ensure proper set up of Request Gate at the main student access gate or other designated secure space away from the release gate
- Ensure student roster is available to request gate
- Ensure an adequate distance between the Request Gate and the Release Gate
- Ensure all information regarding student status is accurate and complete prior to taking forms from the command post

During Event:

- Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- Receive request for student from the Request Gate via the designated "runner(s)"
- Determine status and location of student
 - If the student is deemed to be in class or in the evacuation area, send runner with request to corresponding location and escort the student to the release gate
 - If the student is in the medical area OR has received medical treatment, send an adult to escort the student to the release gate and notify guardians of injuries and treatment received. The adult shall then make a note of proper notification and initial the Student Release Record (Site Form #5 at the release gate)
 - If the student is deemed to be absent, missing or deceased, take the request to the command post. A designated person from the command post shall be responsible for notifying the guardian and properly

documenting the notification on the Student Release Record (Site Form #5 at the release gate)

- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms back to Reunification Leader for follow-up with command post.**
- Send all requests to see staff members to the command post

Request Gate

Reports to: Reunification Leader

Staffing

Characteristics: School staff familiar with parents (if possible)

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Table (if possible)
- Stapler, writing utensils, paper, clipboards (5-10)
- Student Emergency Cards
- Signs: Student Pick Up Request Gate
- Student Rosters (with room number and emergency contact information)
- Forms:
 - Student Release forms (i.e. Permit To Leave Grounds During School Hours or Absence Excuse Slip aka ‘Blue Slips’) if available or similar forms or index cards to include:
 - Student Name and Room Number
 - Parent Name
 - Parent Signature
 - Time
 - Name and Signature of Request Gate Staff (After identification of requestor has been verified)
 - Volunteer Sign in and Waiver Form (Site Form #10)

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with “Student Pick Up Request Gate” sign

- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Have Student Release forms (described above) available for parents or guardians outside of fence at Request Gate Assign volunteers to assist
- Ensure an adequate distance between the Request Gate and the Release Gate

During Event:

- Refer all requests for information to the Public Information Officer. Do not spread rumors!
- If volunteers arrive to help, have them fill out the Volunteer Sign in form and sign the liability waiver. Verify their identification and record their driver's license or ID number. Sign the form and provide the volunteer a name tag
 - Have one of the runners or a volunteer escort the volunteer(s) to the command post and connect them with the Logistics Leader for assignment

Reunification Procedures:

- Requesting parent or guardian fills out student release forms and shows identification to request gate staff
- Staff verifies identification, uses Emergency Card or student roster to verify the requester is listed as an emergency contact
- Staff instructs the requester to proceed to the Release Gate with a copy of the student release form (if possible) and wait for their student to check out with release gate personnel

Request Gate

Reports to: Reunification Leader

Staffing

Characteristics: School staff familiar with parents (if possible)

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Table (if possible)
- Stapler, writing utensils, paper, clipboards (5-10)
- Student Emergency Cards
- Signs: Student Pick Up Request Gate
- Student Rosters (with room number and emergency contact information)
- Forms:
 - Student Release forms (i.e. Permit To Leave Grounds During School Hours or Absence Excuse Slip aka 'Blue Slips') if available or similar forms or index cards to include:
 - Student Name and Room Number
 - Parent Name
 - Parent Signature
 - Time
 - Name and Signature of Request Gate Staff (After identification of requestor has been verified)
 - Volunteer Sign in and Waiver Form (Site Form #10)

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with "Student Pick Up Request Gate" sign
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Have Student Release forms (described above) available for parents or guardians outside of fence at Request Gate Assign volunteers to assist
- Ensure an adequate distance between the Request Gate and the Release Gate

During Event:

- Refer all requests for information to the Public Information Officer. Do not spread rumors!
- If volunteers arrive to help, have them fill out the Volunteer Sign in form and sign the liability waiver. Verify their identification and record their driver's license or ID number. Sign the form and provide the volunteer a name tag
 - Have one of the runners or a volunteer escort the volunteer(s) to the command post and connect them with the Logistics Leader for assignment

Reunification Procedures:

- Requesting parent or guardian fills out student release forms and shows identification to request gate staff
- Staff verifies identification, uses Emergency Card or student roster to verify the requester is listed as an emergency contact
- Staff instructs the requester to proceed to the Release Gate with a copy of the student release form (if possible) and wait for their student to check out with release gate personnel

Release Gate

Reports to: **Reunification Leader**

Staffing

Characteristics: Attendance clerk or school staff familiar with parents and students

Responsibility: Ensure proper student release to authorized guardians and verify notification to parents of any injuries or treatment received by the student. Record release information for every student.

Special Equipment:

- Table (if possible)
- Stapler, writing utensils, paper, clipboards (5-10)
- Student Emergency Cards
- Signs: Student Pick Up Release Gate
- Student Rosters (with room number and emergency contact information)
- Forms:
 - Student Release Record (Site Form #14)
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign staff and volunteers to assist, as needed.

During Event:

- Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- Refer parents or guardians to Request Gate if they have not already properly requested their child
- Document student's and requestor's names on the Student Release Record and check a proper form of identification for the requestor
- When the student is brought to the release gate, ask the child if they received any medical treatment.
- If there is an adult with the student, the student most likely received some form of treatment from medical personnel. The requestor **MUST** be notified of any treatment rendered and the notification recorded on the Release Record prior to initialing the form signifying release of the student
- If a student fails to report to the release gate, contact the request gate via radio, runner or send the parent back over to ensure the student was summoned. Any student who is absent, missing or deceased will be reported to the parent by a member of the command post.

❖ ALL STUDENTS MUST BE ACCOUNTED FOR UPON LEAVING CAMPUS. WE MUST BE ABLE TO ENSURE ALL STUDENTS ARE SAFELY RELEASED TO PERSONS AUTHORIZED TO CARE FOR THEM AND REPORT THAT INFORMATION TO ANY OTHER AUTHORIZED GUARDIANS UPON REQUEST.

Planning & Intelligence Chief

Reports to: **Site Incident Commander**

Staffing

Characteristics: Vice Principal, counselor or someone familiar with site and its occupants, detail oriented, good communication skills

Responsibility: Oversee operations related to documentation of incident information, situation analysis and ensuring all information is properly documented, analyzed, current and thoroughly communicated

Equipment:

- School Radio
- Paper, writing utensils, clipboard, stapler, etc
- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Incident Action Log (Site Form #2)

During:

- Assume the duties of all Planning Section positions until staff is available and assigned**
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists
- Assist the Site Incident Commander in writing Incident Action Plan (Site Form #2)
- Assist the Site Incident Commander in writing Site Incident Command Team Assignment Form (Site Form #1)

Documentation

Reports to: **Planning Chief**

Staffing

Characteristics: Good listening skills, attention to detail, good documentation skills

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- Paper, writing utensils, clipboard, stapler, etc
- School Radio

- File box(es)

During:

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for essential information
- Collect and log all written reports
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents**
- File all reports and completed forms for reference
- File forms for reference
- Work with Finance and Administration Chief to track regular and overtime of all staff
- Maintain a list of all persons who perished as a result of the emergency
- Maintain a list of all persons who were never located after all searches and accounting have concluded

After:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Situation Analysis

Reports to: **Planning Chief**

Staffing

Characteristics: Good communication skills, good documentation skills, analytical decision making, legible writing

Responsibility: Analyzes the range of events impacting the campus to provide the Site Incident Commander and the rest of the Site Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- Paper, writing utensils, clipboard, stapler, etc
- Large site map of campus, laminated, covered with plexiglass or other material capable of being written on
- File box(es)
- School Radio
- Map of local area
- Site aerial map
- Site Hazards Assessment Key

During:

Situation Status Map:

- Receive, record, and analyze Student and Staff Accounting Forms
- Compute number of students, staff, and others on campus for Command Post and update periodically
- Report missing persons and site damage to Command Post Personnel
- Report first aid needs to Medical Team Leader
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- Update Incident Commander of current situation assessments based on analysis of information received
- Obtain needed information via requests to appropriate personnel
- Develop situation reports for the Site Incident Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur
- Report only to Site Incident Command Post personnel. Refer all other requests to Public Information Officer**

After:

- Document overall concerns or issues to be improved upon or changed for future incidents
- Document concerns or issues raised during incident debriefing

Logistics Chief

Reports to: **Site Incident Commander**

Staffing

Characteristics: Administrative skills, coordination and communication skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident

Special Equipment:

- Paper, writing utensils, clipboard, stapler, etc
- Cargo container or other storage facility with all emergency supplies stored on site
- Emergency Response Box
- Emergency Disaster Kit
- Inventory list of all emergency equipment & supplies.
- Staff Roster
- School Radio
- Forms:
 - Site Status Report (Site Form #13)
 - Volunteer Assignment List (Site Form #11)
 - Completed Staff Accountability/Status Report (Site Form #04)

Start-Up Activities:

- Assume the duties of all Logistics positions until staff is available and assigned**
- Ensure that the Site Incident Command Post and other facilities are setup as quickly as possible

During Event:

- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Ensure security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies.

Supplies, Facilities, & Staffing

Reports to: **Logistics Chief**

Staffing

Characteristics: **Good coordination skills, resourceful with good observation skills**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site
- Inventory list of all emergency equipment & supplies.
- Paper, writing utensils, clipboard
- School Radio

Start-Up Activities:

- Open supplies container or other storage facility if necessary
- Begin distribution of supplies and equipment to appropriate teams or team leaders
- Keep record of equipment distributed to which teams or leaders
- Set up the Site Incident Command Post (including Emergency Response Box and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required

During Event:

- Coordinate security of cargo container, supplies and equipment
- Distribute supplies and equipment as needed
- Assist team members in locating appropriate supplies and equipment
- Facilitate distribution and acquisition of supplies for Evacuation Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs

After:

- Secure all equipment and supplies
- Record all supplies returned (check off of initial list as items are returned to cargo container)
- Develop list of supplies needed for replacement
- Develop list of supplies needed that were not already on hand

Finance & Administration Chief

Reports to: **Site Incident Commander**

Staffing

Characteristics: Familiar with common financial record keeping standards – (e.g School Receptionist, financial office personnel)

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- Paper, writing utensils, clipboard, stapler, etc

During:

- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Support Logistics in making any purchases which have been approved by the Site Incident Commander Maintain accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff
- Ensure that accurate records are kept of all staff members, indicating hours worked
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Determine process for tracking purchases
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students*

After:

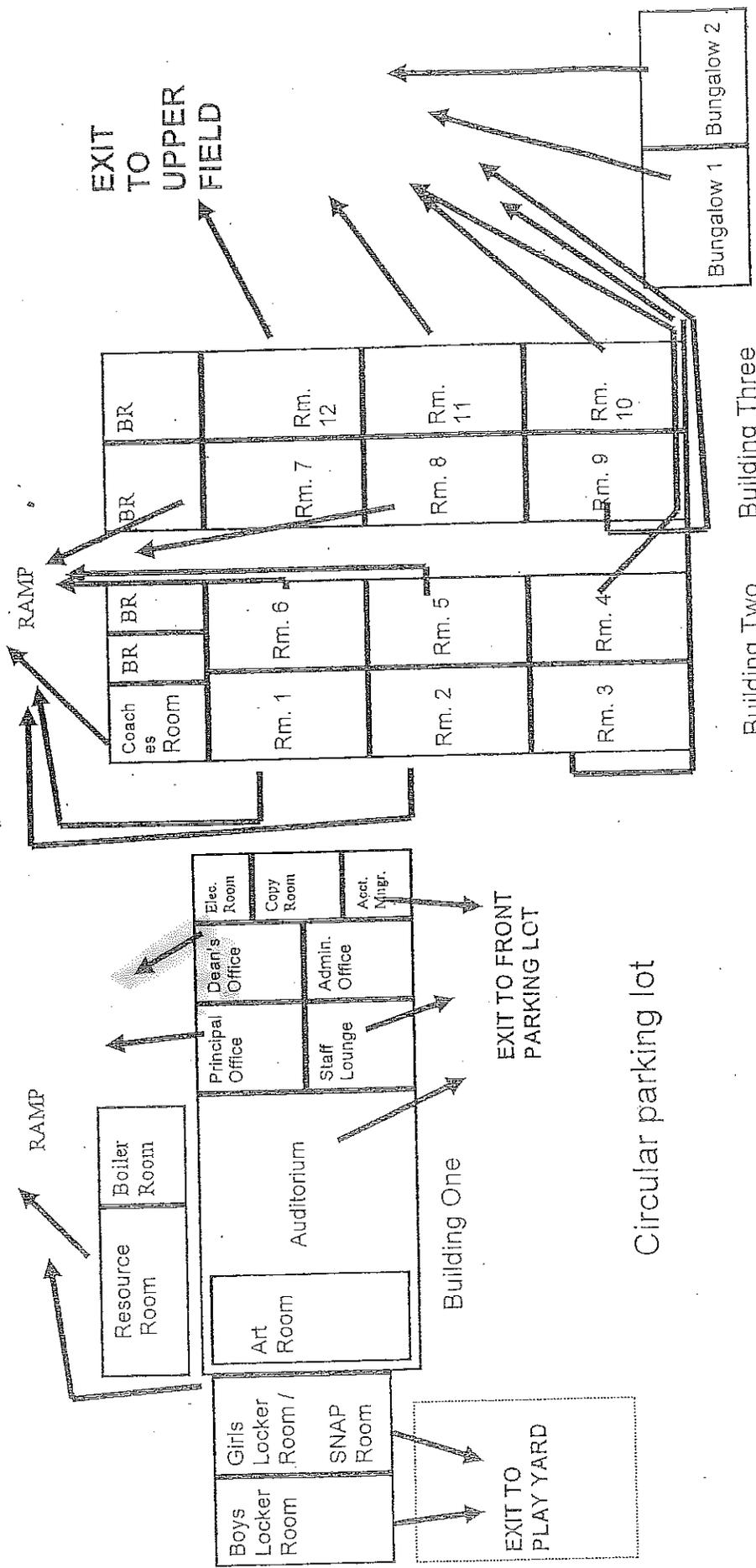
- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Note: All the Safety Planning Job Descriptions are copied from **sandi.net**

Appendix I

EXIT TO UPPER FIELD

EXIT TO UPPER FIELD



Portables

LAKE ATLIN AVE.

Magnolia Science Academy

EXIT PLAN

Comprehensive School Safety Plan

Magnolia Science Academy Santa Ana
2840 West 1st Street
Santa Ana, Ca 92703

Laura Schlottman, Principal
(714)557-7003
lbschlottman@magnoliapublicschools.org

A meeting for public input was held on February 3, 2016 at
Magnolia Science Academy Santa Ana

Reviewed by Law Enforcement on February 2, 2016

Plan Adopted by School Site Council February 10, 2016

Plan approved by Magnolia Public Schools Board February 11, 2016

Committee members

Laura Schlottman, Principal
Edith Carrillo, Designee
Darya Oral, Teacher representative
Carolina Herrera, Parent of attending student
Jennifer Gleason, Classified employee
Magdalen Ramírez, Student

This document is available for public inspection on our school's
website at <http://www.msasa.magnoliapublicschools.org>

School Site Mission

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

Vision

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

Core Values

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

Scholarship:

Is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster scholarship through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions. Students will have the freedom to choose how and what they learn.

Innovation:

Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection:

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and Internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Table of Contents

1.	Assessment of the Current Status of School Crime	Page4
2.	Programs and Strategies that Provide School Safety and action plan for safe and orderly environment	
a)	Child Abuse Reporting Procedures	Page5
b)	Disaster Response Procedures	Page8
c)	Suspension and Expulsion Policies	Page24
d)	Procedures for Notifying Teachers about Dangerous Pupils	Page46
e)	Sexual Harassment Policy	Page49
f)	School-wide Dress Code prohibiting gang-related apparel	Page62
g)	Procedures for Safe Ingress and Egress from school	Page67
h)	Procedures to Ensure a Safe and Orderly Environment	
	1) <i>The social climate</i> -people and programs (Component 1)	Page68
	2) <i>The physical environment</i> -place (Component 2)	Page71
i)	Rules and Procedures on School Discipline	Page79
j)	Hate Crime Policies and Procedures	Page85
k)	Bullying Prevention Policies and Procedures	Page 85
l)	Safety Goals	Page86
m)	School Map	Page N/A
n)	School Evacuation Map	Page N/A

Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on <http://www.crimemapping.com/map.aspx?loc=102+Baker+Street+E+Costa+Mesa%2c+CA+92626>:
 1. Assault
 2. Disturbing The Peace
 3. Theft
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions was noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals: CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Verify policy is compliant with EC 44691, mandated reporter training effective January-1-2015.

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents.

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

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

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

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE			
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
		ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL	
		OFFICIAL CONTACTED - TITLE				TELEPHONE ()			
C.	VICTIM	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
		ADDRESS			Street	City	Zip	TELEPHONE ()	
		PRESENT LOCATION OF VICTIM				SCHOOL		CLASS	GRADE
		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME			
		<input type="checkbox"/> YES	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			TYPE OF ABUSE (CHECK ONE OR MORE)			
		<input type="checkbox"/> NO	<input type="checkbox"/> DAY CARE	<input type="checkbox"/> CHILD CARE CENTER	<input type="checkbox"/> FOSTER FAMILY HOME	<input type="checkbox"/> FAMILY FRIEND	<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLIGENCE		
				<input type="checkbox"/> GROUP HOME OR INSTITUTION	<input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> OTHER (SPECIFY)		
RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> JUNK			
D.	INVOLVED PARTIES	VICTIM'S BIRTHDATE SEX ETHNICITY							
		1. NAME				3. NAME			
		2. BIRTHDATE				4. BIRTHDATE			
		SEX				SEX			
		ETHNICITY				ETHNICITY			
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY	
		ADDRESS			Street	City	Zip	HOME PHONE ()	
					BUSINESS PHONE ()				
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY	
		ADDRESS			Street	City	Zip	HOME PHONE ()	
			BUSINESS PHONE ()						
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ()		
	OTHER RELEVANT INFORMATION								
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
		DATE / TIME OF INCIDENT				PLACE OF INCIDENT			
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

- **Fire:**
 - In the case of a school fire, the following procedures should be implemented:
 - Sound building fire alarm.
 - Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
 - Have students and staff evacuate the building in accordance with established procedures.
 - Evacuate to outdoor assembly area.
 - All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
 - Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
 - Render first aid as necessary.
 - Check attendance. Remain with students.

- **Medical Emergency:**

- Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.
- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
Provide the following information:
- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.
- Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

- **Earthquakes:**

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.

- **Assaults:**

- Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.
- If a serious assault occurs:
- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

- **Hazardous Materials:**

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

- ✓ If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- ✓ If a more serious spill occurs inside or outside:
- ✓ Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.

- Provide the following:

- ❖ School name
- ❖ Building address, including nearest cross street(s).
- ❖ Your name and phone number.
- ❖ Location of the spill and/or materials released.
- ❖ Characteristics of spill (colors, smells, visible gases).
- ❖ Name of substance, if known.
- ❖ Injuries, if any.
- ❖ Notify buildings and grounds personnel.
- ❖ Close all windows and doors if the spill is outside.

- ✓ Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- ✓ Remain inside building unless ordered to evacuate by the Fire Department.
- ✓ Fire Department will advise of further actions to be taken.
- ✓ Do not eat or drink anything or apply cosmetics.
- ✓ If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- ✓ The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

- **Civil Disturbance:**

- A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- ✓ Notify local law enforcement authorities-Dial 911.
- ✓ If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- ✓ Do not argue with participant(s).
- ✓ Have all students and employees leave the immediate area of disturbance.
- ✓ If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- ✓ If the disturbance is inside the building, follow procedures for evacuation of the school site.
- ✓ Follow further instructions as police officials and other local law enforcement authorities issue them.
- ✓ Draft incident report for School Principal, or his/her designee.

- **Vandalism:**

- The following procedures should be used in the case of school vandalism:
 - ✓ Notify school principal, or his/her designee.
 - ✓ Notify building and ground maintenance personnel.
 - ✓ The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
 - ✓ If possible, identify the parties involved.
 - ✓ Interview witnesses and obtain written statements.
 - ✓ Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
 - ✓ Notify parents or legal guardian.
- ✓ Determine what disciplinary measures are appropriate (in-house or police involvement).
- ✓ Determine any monetary restitution issues and amounts.

- **Utility or Power Failure:**

- The following procedures should be used in case of utility or power failure:
 - ✓ Staff and students should remain in classroom until further instruction.
 - ✓ Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
 - ✓ Staff and students outside of a classroom at the time of the incident should report to main office.
 - ✓ Building and grounds personnel report to utility company if necessary.
 - ✓ If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
 - ✓ Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

- **Bomb Threat:**

- Person receiving call:
 - ✓ Listen - Do not interrupt caller.
 - ✓ If possible, alert other staff by a pre-arranged signal while the caller is on the line.
 - ✓ In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
 - ✓ Attempt to ask questions and elicit the information required to determine the severity of the threat.
 - ✓ Notify School Principal, or his/her designee, immediately.
 - ✓ The School Principal, or his/her designee will:
 - ✓ Notify Police Department – Dial 911.
 - ✓ With the assistance of responding law enforcement personnel, conduct a thoroughsearch of the building & surrounding areas:
 - ✓ Classrooms and work areas.
 - ✓ Public areas - foyers, office bathrooms and stairwells.
 - ✓ Lockers and unlocked closets.

- ✓ Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - ✓ Power sources -- electric panels, telephone panels, computer rooms, etc.
 - ✓ With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
 - ✓ If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
 - ✓ An incident report should be drafted before the end of the workweek.
- **Explosion:**
 - If an explosion occurs at the school, the following procedures should be used:
 - ✓ Give DROP AND COVER command.
 - ✓ Sound building fire alarm. This will automatically implement action to leave the building.
 - ✓ Notify Fire Department – Dial 911.
 - ✓ Provide the following information:
 - ✓ School name.
 - ✓ Building address, including nearest cross street(s).
 - ✓ Exact location within the building.
 - ✓ Your name and phone number.
 - ✓ Evacuate to outdoor assembly area.
 - ✓ Check attendance. Remain with students.
 - ✓ Render first aid as necessary.
 - ✓ Notify grounds and building personnel.
 - ✓ Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
 - ✓ Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
 - ✓ Draft incident report by the end of the week.
- **Fighting or Riot:**

- School staff should follow these guidelines when a fight occurs:
 - ✓ Send a reliable student to the office to summon assistance.
 - ✓ Speak loudly and let everyone know that the behavior should stop immediately.
 - ✓ Obtain help from other teachers if at all possible.
 - ✓ If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - ✓ Call out the names of the involved students (if known) and let them know they have been identified.
 - ✓ For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
 - ✓ Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - ✓ Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

- Staff should follow these guidelines when a riot occurs:
 - ✓ The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - ✓ Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - ✓ Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - ✓ Activate needed emergency plans, which may include:
 - ✓ Instructing office staff to handle communications and initiate lockdown orders.
 - ✓ Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.

- ✓ Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- ✓ Direct a teacher or designee to initiate lockdown and immobilize the campus.
- ✓ Brief a representative to meet the media.
- ✓ Assign staff to a pre-designated medical treatment/triage facility.

- **Hostage Situation:**

- In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
 - ✓ Stay calm.
 - ✓ Don't be a hero.
 - ✓ Follow instructions of captor.
 - ✓ Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
 - ✓ Inform captors of medical or other needs.
 - ✓ Be prepared to wait; elapsed time is a good sign.
 - ✓ Don't try to escape; don't try to resolve situation by force.
 - ✓ Be observant and remember everything that is seen or heard.
 - ✓ If a rescue takes place, lie on the floor and await instructions from rescuers.
 - ✓ The School Principal, or his/her designee, should be responsible for the following:
 - ✓ Immediately notify law enforcement.
 - ✓ Move other students and teachers completely away from those who are in the hostage situation.
 - ✓ Keep everyone as calm as possible.
 - ✓ Be prepared to answer questions from media or family.

- **Death of a Student:**

- By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

- **Intruder or Individual with Deadly Weapon:**

- If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- The School Principal, or his/her designee, should follow these guidelines:
- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.

- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.
- **Lock Down**
 - This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
 - The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
 - Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
 - If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
 - Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
 - 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.
- **Evacuation**
 - In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:
 - ✓ The School Principal or his/her designee should:
 - Notify the school district office, county official or designee.
 - Notify local law enforcement authorities.
 - Notify school transportation support.
 - Note the special needs of students or staff.
 - Direct clerical staff to take schools master enrollment list.

- Direct school nurse or designee to prepare emergency medications to be transported.
 - Direct all personnel to leave the building and secure the building.
 - Notify students' parents or legal guardians as situation permits.
- **School staff should:**
 - Plan to evacuate his/her class and ride the bus or walk as situation dictates.
 - Take a copy of class enrollment list.
 - Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
 - Notify School Principal, or his/her designee, of any special needs of students and their requirements.
 - The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:
 - Notify school nurse or local medical personnel of any medical emergencies.
 - Consider how students will be fed and restroom needs met.
 - Activate crisis intervention team to deal with any emotional trauma.
 - Provide area and materials for parents who may arrive to pick up students.
 - Provide an area for non-school community evacuees.
 - **Floor Plan**
 - ✓ A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.
 - The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her

designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

- The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

- **Annual Inspections**

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Laboratory/Shop
- Cafeteria/Auditorium (use for all assembly areas)
- Kitchen
- Office
- Teacher's Workroom and Employee Lounge
- Toilet
- Custodial
- Boiler Room
- Storage Room (also use for File Rooms)
- Yard (or Grounds)

- Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided. Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds

personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

- **Parental Notification**

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

- **Classroom Safety Kits**

- Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit.
- Suggested items in case of an emergency:

- ✓ Blankets
- ✓ Matches
- ✓ Bottled Water
- ✓ Flashlights
- ✓ Paper Towels
- ✓ Batteries
- ✓ Wet Ones
- ✓ Radio (battery operated)
- ✓ Sheets
- ✓ Candles

- ✓ Suggested first aid items:
- ✓ Hydrogen Peroxide
- ✓ Iodine
- ✓ Alcohol
- ✓ Assorted Band Aids
- ✓ Gauze Sterile Water (for burns)
- ✓ Tape

MANAGEMENT ORGANIZATION

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an

emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

- **Guidelines for Handling the Media**

- Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.
- Develop a written statement for dissemination. ·
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible. · Appoint a spokesperson (usually the principal). ·
- Keep the staff informed through one person. ·
- Be proactive with the media. ·
- Contact the media before they contact the school. ·
- Set geographic and time limits. ·
- Explain restrictions. ·
- Hold the press accountable. ·
- Create positive relations with the media before an emergency crisis occurs. ·
- Stress positive actions taken by the school. ·
- Announce new changes made after the incident has passed.

Suspension and Expulsion Policies

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' lists of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MPS school staff has committed itself to 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 CoolSIS points

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

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

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

In School Suspension (ISS)

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while

serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

GROUNDS FOR SUSPENSION

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous
4. object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's
5. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any
6. Controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
7. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in
8. 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.
9. Committed or attempted to commit robbery or extortion.

10. Caused or attempted to cause damage to school property or private property.
11. Stole or attempted to steal school property or private property.
12. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a
13. Committed an obscene act or engaged in habitual profanity or vulgarity.
14. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. MPS Student/Parent Handbook
15. Knowingly received stolen school property or private property.
16. 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
17. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
18. 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.
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
20. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision,
21. "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 section, "hazing" does not include athletic events or school sanctioned events.
22. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
23. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person

who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

24. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
25. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
26. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
27. This section shall apply to students in any of grades 4 to 12 inclusive. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests Intentionally “hacked” or broken into a School or School affiliated computer system.
28. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1). MPS Student/Parent Handbook 2015-16

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian

respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

(Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension.

This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made.

The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline 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.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's

Parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either MPS Student/Parent Handbook 2015-16 32 determines, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below

GROUND FOR EXPULSION

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a schoolsponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

- Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

- Brandishing a knife at another person. E.C. 48915(c)(2)
- Unlawfully selling a controlled substance. E.C. 48915(c)(3)
- Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
- Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. 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.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

- Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
- Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2);
- Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
- Robbery or extortion. E.C. 48915(a)(4); 48900(e).

- Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on MPS Student/Parent Handbook 2015-16 33 school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a schoolsponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)

16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q);
 - 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e) may be expelled only if one or both of the following findings are substantiated:
 - Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I	CATEGORY II
Must Recommend Expulsion (MANDATORY)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASIMANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following additional findings:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.
2. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (**Grades 4 through 12 inclusive)
13. Engaged in sexual harassment. E.C. 48900.2** (**Grades 4 through 12 inclusive)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (**Grades 4 through 12 inclusive)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7

16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)

17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)

18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)

19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)

20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is MPS Student/Parent Handbook 2015-16 37 disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the

introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall MPS Student/Parent Handbook 2015-16 38 immediately be returned to his/her educational program.

Written Notice to Expel

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

1. Notice of the specific offense 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 student's district of residence. This notice shall include the following:

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

Disciplinary Records

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

Expulsion Appeals

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

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

Interim Placement

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

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at

the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures

Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed "Notification of Charter School Expulsion"
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. MPS has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show in CoolSiS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSiS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900** (a)(1) Mutual fight (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
- p.** Sale of soma
- q.** Hazing
- r.** Bullying/cyberbullying
 - (t) Aiding and abetting
- E.C. 48900.2** Sexual harassment (gr 4-12)
- E.C. 48900.3** Hate violence(gr 4-12)
- E.C. 48900.4** Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7** Terrorist threats against school officials or property
- E.C. 48915** (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion
 - (a)(1)(E) Assault/battery of school employee
- E.C. 48915** (c)(1) Possessing, selling, furnishing firearm
 - (c)(2) Brandishing a knife at another person
 - (c)(3) Selling a controlled substance
 - (c)(4) Committing or attempting to commit sexual assault or battery
 - (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE

**Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal/Designee
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/Designee

Sexual Harassment Policy

A. Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual,

in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See below for the “Harassment Complaint Form.” See also below for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.

2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
5. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
7. Notify parents or legal guardian and appropriate school personnel of incident.
8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

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

designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;

- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction

with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;

- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
 - Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
 - Neatness and good grooming is required.
 - Hairstyles must follow the schools dress code policy.

IMPORTANT NOTICE

Dear Parents/Guardians,

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.
- Each individual MPS campus may include amendments into this handbook addressing local issues.
- Any changes or additions to this handbook will be given to the students and parents in writing.

MPS STUDENT UNIFORM POLICY

BOTTOM

GIRLS

Skirts, pants, shorts, skorts, or capris are acceptable.

BOYS

Pants or shorts are acceptable.

GIRLS & BOYS

- Pants/Skirts/Skorts/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

- Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

TOP

White, gray or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.

FOOTWEAR

- The majority of the shoe must be black, brown or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

PE UNIFORM

TOP:

Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during

PE. BOTTOM:

Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR:

Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Jewelry and accessories/Cosmetics

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
 - Facial, tongue, and body piercing are not allowed.
 - Bracelets: Must be tasteful and not attract 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.
 - 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.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

* * * 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 campus may include site-specific amendments into the uniform policy addressing local issues.

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan *Map will be provided once our school building has been completed.**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.

2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and *The Physical Environment* are two components used to identify our school's strengths, areas of desired change and future plans.

FACTORS

1. *The Social Climate*-People and Programs (Component 1):

Our school creates a caring and connected school climate. We make Students and Staff believes that the school is a caring community in numerous ways:

- a. Parents are involved in the following ways at our current school site:

1. Home Visit Program
2. Parent Force Meetings
3. Parent Volunteer Opportunities
4. Open House Nights
5. Back to School Nights
6. Parent-Teacher Conferences
7. CoolSis Communication Logs
8. Parent Shadow Days

9. Schoolwide Phone Call News Distribution
10. Email Newsletters
11. School Site Council
12. Public Meetings on School Policy Issues
13. Parent Trainings and Workshops

- b. The cultural richness of our school community is recognized and will be built upon in the following ways:
 - Internships - We will expand and develop our internship program, including through networking with local stakeholders through partnerships with the local Chamber of Commerce and the offices of Anthony Rendon, the Speaker of the California State Assembly and local immigration law offices
 - We will continue to have a Student Ambassador Program to provide students with opportunities to network with their community leaders
- c. We provide training so staff can meet the unique needs of the student body in the following ways:
 - Implement monthly staff-wide professional development on socio-emotional development issues
- d. Set high academic and behavior goals
 - Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and technology-based adaptive standardized tests aligned to Common Core State Standards. (2016-17 school year)
- e. Improve curriculum and teaching practices
 - Teachers will provide CCSS aligned instruction using SDAIE strategies. (2016-17 school year)
- f. Address multiple learning styles
 - The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2016)
 - Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)
 - Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)

- Charter School will continue providing services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced student
- g. Promote caring, supportive relationships with students
- GOALS:
- i. Support the Socio-Emotional Learning of all students.
1. Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2016-17 school year)
 2. Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
- Continue employing an onsite school psychologist and
 - Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)
 - Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)
 - Pilot the use of online courses that allow students to work at their own pace and potentially earn high school credit through the FuelEd in selected classes in the Spring 2016 semester with an eye to implementing blended learning throughout the school day and after school academic enrichment program in the 2016-2017 school year
- i. Provide opportunities for student to have meaningful participation in school and community service
- Continue delivering baskets to homeless and/or low-income families at the beginning of long breaks
- j. Emphasize critical thinking and respect
- Continue developing and strengthening our Student Government
- k. Communicate clear discipline standards
- Parent meetings, CoolSis online behavior support systems, parent calls, communication logs, posters in the hallway all communicate clear discipline standards
- l. Communicate procedures to report and deal with threats

- Trainings are provided to deal with threats on and off campus to staff and students in accordance with the above procedures stated in the Emergency section of the plan.
- m. Empower students to take responsibility for safety
- Students are included in School Site Council where they have the opportunity to share ideas and collaborate related to safety with the community
 - Students are also invited to run a position as an Executive Officer, Grade Group Representative on Student Council, where they can lead their grade groups, grade levels, and entire school community in discussing and recommending policies and programs to help address school safety
- n. Train staff on bullying prevention and tolerance
- Staff will continue to be training on bullying prevention and tolerance, including through PD's at staff meetings as well as online trainings.
- o. Provide training for student and staff on dangers of drugs and alcohol
- Peer Seminar Series helps students educate each other about the dangers of drugs and alcohol
 - Staff will continue to receive trainings on dangers of drugs through staff online trainings and in PD's
 - School will continue to include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. In addition, school will take all necessary steps to address mental health care of pupils who have witnessed a violent act at any time, related to school activity, in accordance with the addendum to EC 32281.1

The Social Climate and the Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We

encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its “Life Skills” curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.

3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.

- To have access to your personal parent accounts in CoolSIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.

- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- “All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school.” Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.

4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.

5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.

6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Get ready for life (GRFL)

Our ESLR's are also integrated and further reinforced in our daily Get Ready for Life (GRFL) Course, a requirement for all students in grades 6-8. Each year, the Principal will join the other 10 from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Get Ready for Life Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The GRFL Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including Bullying, Cyberbullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

GRFL is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Association

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTSC

meetings. Our PTSC supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee

- Timeline for implementation: August 2015
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders
- Goal(s): Maintain and upkeep a safe school campus
 - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2015
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

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

Expected Student Behavior

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

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

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

- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips: Students must:

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

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

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

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school-related or school-

sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Behavior	Level 1	Level 2	Level 3
		• Frequent repeat of level 1 behavior	• Frequent repeat of level 1 or 2 behavior
Verbal Misuse	<ul style="list-style-type: none"> o Hurtful words (stupid/shut up) o Divisiveness (clique/gossip) o Excessive talking at inappropriate time o Isolated incident of inappropriate language o Excessive inappropriate noises o Excessive tattling 	<ul style="list-style-type: none"> o Disrespectful of adults o Arguing with adults o Crying and yelling 	<ul style="list-style-type: none"> o Vulgar language o Ethnic, religious or hateful slurs
Physical/Contact	<ul style="list-style-type: none"> o Impulsive touching o Playful contact o Irritating others o Aggressive play in context of recess games 	<ul style="list-style-type: none"> o Pushing with intent o Hitting o Kicking o Pinching o Throwing objects randomly o Spitting (random) o Misuse of property 	<ul style="list-style-type: none"> o Violent outburst o Fighting o Throwing object with intent to injure o Spitting at a person o Biting o Self-inflicting wound
Defiance	<ul style="list-style-type: none"> o Rolling eyes o Situational refusal to follow directions o Posturing with body in an act of defiance 	<ul style="list-style-type: none"> o Refusing to follow directions on a regular basis o Passive-aggressive behavior 	<ul style="list-style-type: none"> o Refusing to leave/enter a room, move to a different seat o Walking/running out of the classroom or away from adult supervision
Gestures	<ul style="list-style-type: none"> o Poor manners 	<ul style="list-style-type: none"> o Giving the finger in isolated incident 	<ul style="list-style-type: none"> o Graffiti/vandalism o Opening/touching own private o Touching another student inappropriately o Gestures involving any sexual behavior
Impulsiveness	<ul style="list-style-type: none"> o Off task o Shouting out in class o Disruptive o Out of seat o Noise making 	<ul style="list-style-type: none"> o Outbursts o Lack of personal boundaries 	<ul style="list-style-type: none"> o Violent outbursts/tantrums o Explosive behavior o Running from designated area
Harassment	<ul style="list-style-type: none"> o Teasing o Repeating 3rd party information o Passive participation in hurtful acts/words against others 	<ul style="list-style-type: none"> o Bullying o Hurtful acts/words against others 	<ul style="list-style-type: none"> o Sexual harassment o Cyber bullying/harassment

Assaulting, Fighting and/or Arranging Fights:

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

Bringing / Using Electronic Devices:

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

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher

sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

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

Disrupting Learning:

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

Horseplay:

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

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

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

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

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco.

Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

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

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a “manifestation determination.” A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

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

Safety Goals for 2016-2017:

Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - ✓ Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - ✓ Resources needed: Safety plan,
 - ✓ Person(s) responsible for implementation: Designated administrator, safety committee
 - ✓ Timeline for implementation: August 2016
 - ✓ Budget: None
 - ✓ Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - ✓ Related Activities: Teachers can report concerns during weekly staff meetings.
 - ✓ Resources needed: Walk-thru form, building supplies
 - ✓ Person(s) responsible for implementation: Plant manager
 - ✓ Timeline for implementation: August 2015
 - ✓ Budget: Refer to schools annual budget
 - ✓ Evaluation guidelines: Surveys, Feedback from stakeholders

Comprehensive School Safety Plan

Magnolia Science Academy Santa Clara
14271 Story Road
San Jose, CA 95127

Michele Ryan, Principal
(408) 258 1427
mryan@magnoliapublicschools.org

Plan Adopted by School Site Council 2016

Plan approved by Magnolia Public Schools Board February 11, 2016

Committee members

Michele Ryan, Principal (2015-16)

This document is available for public inspection on our school's website at <http://www.msasa.magnoliapublicschools.org>

School Site Mission

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

Vision

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

Core Values

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

Scholarship:

Is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster scholarship through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions. Students will have the freedom to choose how and what they learn.

Innovation:

Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection:

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and Internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Table of Contents

1.	Assessment of the Current Status of School Crime	Page 4
2.	Programs and Strategies that Provide School Safety and action plan for safe and orderly environment	
a)	Child Abuse Reporting Procedures	Page 5
b)	Disaster Response Procedures	Page 8
c)	Suspension and Expulsion Policies	Page 24
d)	Procedures for Notifying Teachers about Dangerous Pupils	Page 46
e)	Sexual Harassment Policy	Page 49
f)	School-wide Dress Code prohibiting gang-related apparel	Page 62
g)	Procedures for Safe Ingress and Egress from school	Page 67
h)	Procedures to Ensure a Safe and Orderly Environment	
	1) <i>The social climate</i> -people and programs (Component 1)	Page 68
	2) <i>The physical environment</i> -place (Component 2)	Page 71
i)	Rules and Procedures on School Discipline	Page 79
j)	Hate Crime Policies and Procedures	Page 85
k)	Bullying Prevention Policies and Procedures	Page 85
l)	Safety Goals	Page 86
m)	School Map	Page N/A
n)	School Evacuation Map	Page N/A

Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on <http://www.crimemapping.com/map.aspx?loc=102+Baker+Street+E+Costa+Me%2c+CA+92626>:
 1. Assault
 2. Disturbing The Peace
 3. Theft
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions was noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals: CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Verify policy is compliant with EC 44691, mandated reporter training effective January-1-2015.

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents.

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

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

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

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL				
OFFICIAL CONTACTED - TITLE				TELEPHONE ()						
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME				
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)					
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> JUNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____				3. _____					
	2. _____				4. _____					
	VICTIM'S PARENTS/GUARDIANS									
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()			
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()			
SUSPECT										
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
ADDRESS			Street	City	Zip	TELEPHONE ()				
OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

Disaster Response Procedures

Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

- **Fire:**
 - In the case of a school fire, the following procedures should be implemented:
 - Sound building fire alarm.
 - Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
 - Have students and staff evacuate the building in accordance with established procedures.
 - Evacuate to outdoor assembly area.
 - All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
 - Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
 - Render first aid as necessary.
 - Check attendance. Remain with students.

- **Medical Emergency:**

- Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.
- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
Provide the following information:
- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.
- Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

- **Earthquakes:**

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
 - After shaking stops, check for injuries, and render first aid.
 - If ordered by School Principal or his/her designee, evacuate.
 - Do not return to building.
 - Do not light any fires.
 - Keep a safe distance from any downed power lines.
 - Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
 - Stay alert for aftershocks.
 - Beware that shaking may activate fire alarm or sprinkler systems.
 - Elevators and stairways will need to be inspected for damage before they can be used.
 - School principal, or his/her designee, will issue further instructions.
- **Assaults:**
 - Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.
 - If a serious assault occurs:
 - Dial 911.
 - Seek first aid or medical attention, if indicated.
 - Have photographs taken of any injuries.
 - Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
 - Obtain names and telephone numbers of any witnesses.
 - Draft incident report and submit it to the School Principal, or his/her designee.
 - School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

- **Hazardous Materials:**

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

- ✓ If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- ✓ If a more serious spill occurs inside or outside:
- ✓ Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.

- Provide the following:

- ❖ School name
- ❖ Building address, including nearest cross street(s).
- ❖ Your name and phone number.
- ❖ Location of the spill and/or materials released.
- ❖ Characteristics of spill (colors, smells, visible gases).
- ❖ Name of substance, if known.
- ❖ Injuries, if any.
- ❖ Notify buildings and grounds personnel.
- ❖ Close all windows and doors if the spill is outside.

- ✓ Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- ✓ Remain inside building unless ordered to evacuate by the Fire Department.
- ✓ Fire Department will advise of further actions to be taken.
- ✓ Do not eat or drink anything or apply cosmetics.
- ✓ If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- ✓ The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

- **Civil Disturbance:**

- A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- ✓ Notify local law enforcement authorities-Dial 911.
- ✓ If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- ✓ Do not argue with participant(s).
- ✓ Have all students and employees leave the immediate area of disturbance.
- ✓ If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- ✓ If the disturbance is inside the building, follow procedures for evacuation of the school site.
- ✓ Follow further instructions as police officials and other local law enforcement authorities issue them.
- ✓ Draft incident report for School Principal, or his/her designee.

- **Vandalism:**

- The following procedures should be used in the case of school vandalism:
 - ✓ Notify school principal, or his/her designee.
 - ✓ Notify building and ground maintenance personnel.
 - ✓ The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
 - ✓ If possible, identify the parties involved.
 - ✓ Interview witnesses and obtain written statements.
 - ✓ Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
 - ✓ Notify parents or legal guardian.
- ✓ Determine what disciplinary measures are appropriate (in-house or police involvement).
- ✓ Determine any monetary restitution issues and amounts.

- **Utility or Power Failure:**

- The following procedures should be used in case of utility or power failure:
 - ✓ Staff and students should remain in classroom until further instruction.
 - ✓ Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
 - ✓ Staff and students outside of a classroom at the time of the incident should report to main office.
 - ✓ Building and grounds personnel report to utility company if necessary.
 - ✓ If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
 - ✓ Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

- **Bomb Threat:**

- Person receiving call:
 - ✓ Listen - Do not interrupt caller.
 - ✓ If possible, alert other staff by a pre-arranged signal while the caller is on the line.
 - ✓ In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
 - ✓ Attempt to ask questions and elicit the information required to determine the severity of the threat.
 - ✓ Notify School Principal, or his/her designee, immediately.
 - ✓ The School Principal, or his/her designee will:
 - ✓ Notify Police Department – Dial 911.
 - ✓ With the assistance of responding law enforcement personnel, conduct a thoroughsearch of the building & surrounding areas:
 - ✓ Classrooms and work areas.
 - ✓ Public areas - foyers, office bathrooms and stairwells.
 - ✓ Lockers and unlocked closets.

- ✓ Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
- ✓ Power sources -- electric panels, telephone panels, computer rooms, etc.
- ✓ With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- ✓ If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- ✓ An incident report should be drafted before the end of the workweek.
- **Explosion:**
 - If an explosion occurs at the school, the following procedures should be used:
 - ✓ Give DROP AND COVER command.
 - ✓ Sound building fire alarm. This will automatically implement action to leave the building.
 - ✓ Notify Fire Department – Dial 911.
 - ✓ Provide the following information:
 - ✓ School name.
 - ✓ Building address, including nearest cross street(s).
 - ✓ Exact location within the building.
 - ✓ Your name and phone number.
 - ✓ Evacuate to outdoor assembly area.
 - ✓ Check attendance. Remain with students.
 - ✓ Render first aid as necessary.
 - ✓ Notify grounds and building personnel.
 - ✓ Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
 - ✓ Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
 - ✓ Draft incident report by the end of the week.
- **Fighting or Riot:**

- School staff should follow these guidelines when a fight occurs:
 - ✓ Send a reliable student to the office to summon assistance.
 - ✓ Speak loudly and let everyone know that the behavior should stop immediately.
 - ✓ Obtain help from other teachers if at all possible.
 - ✓ If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - ✓ Call out the names of the involved students (if known) and let them know they have been identified.
 - ✓ For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
 - ✓ Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - ✓ Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

- Staff should follow these guidelines when a riot occurs:
 - ✓ The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - ✓ Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - ✓ Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - ✓ Activate needed emergency plans, which may include:
 - ✓ Instructing office staff to handle communications and initiate lockdown orders.
 - ✓ Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.

- ✓ Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- ✓ Direct a teacher or designee to initiate lockdown and immobilize the campus.
- ✓ Brief a representative to meet the media.
- ✓ Assign staff to a pre-designated medical treatment/triage facility.

- **Hostage Situation:**

- In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
 - ✓ Stay calm.
 - ✓ Don't be a hero.
 - ✓ Follow instructions of captor.
 - ✓ Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
 - ✓ Inform captors of medical or other needs.
 - ✓ Be prepared to wait; elapsed time is a good sign.
 - ✓ Don't try to escape; don't try to resolve situation by force.
 - ✓ Be observant and remember everything that is seen or heard.
 - ✓ If a rescue takes place, lie on the floor and await instructions from rescuers.
 - ✓ The School Principal, or his/her designee, should be responsible for the following:
 - ✓ Immediately notify law enforcement.
 - ✓ Move other students and teachers completely away from those who are in the hostage situation.
 - ✓ Keep everyone as calm as possible.
 - ✓ Be prepared to answer questions from media or family.

- **Death of a Student:**

- By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

- **Intruder or Individual with Deadly Weapon:**

- If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- The School Principal, or his/her designee, should follow these guidelines:
- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.

- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.
- **Lock Down**
 - This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
 - The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
 - Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
 - If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
 - Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
 - 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.
- **Evacuation**
 - In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:
 - ✓ The School Principal or his/her designee should:
 - Notify the school district office, county official or designee.
 - Notify local law enforcement authorities.
 - Notify school transportation support.
 - Note the special needs of students or staff.
 - Direct clerical staff to take schools master enrollment list.

- Direct school nurse or designee to prepare emergency medications to be transported.
 - Direct all personnel to leave the building and secure the building.
 - Notify students' parents or legal guardians as situation permits.
- **School staff should:**
 - Plan to evacuate his/her class and ride the bus or walk as situation dictates.
 - Take a copy of class enrollment list.
 - Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
 - Notify School Principal, or his/her designee, of any special needs of students and their requirements.
 - The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:
 - Notify school nurse or local medical personnel of any medical emergencies.
 - Consider how students will be fed and restroom needs met.
 - Activate crisis intervention team to deal with any emotional trauma.
 - Provide area and materials for parents who may arrive to pick up students.
 - Provide an area for non-school community evacuees.
 - **Floor Plan**
 - ✓ A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal) A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.
 - The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her

designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

- The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

- **Annual Inspections**

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Laboratory/Shop
- Cafeteria/Auditorium (use for all assembly areas)
- Kitchen
- Office
- Teacher's Workroom and Employee Lounge
- Toilet
- Custodial
- Boiler Room
- Storage Room (also use for File Rooms)
- Yard (or Grounds)

- Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided. Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds

personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

- **Parental Notification**

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

- **Classroom Safety Kits**

- Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit.
- Suggested items in case of an emergency:

- ✓ Blankets
- ✓ Matches
- ✓ Bottled Water
- ✓ Flashlights
- ✓ Paper Towels
- ✓ Batteries
- ✓ Wet Ones
- ✓ Radio (battery operated)
- ✓ Sheets
- ✓ Candles

- ✓ Suggested first aid items:
- ✓ Hydrogen Peroxide
- ✓ Iodine
- ✓ Alcohol
- ✓ Assorted Band Aids
- ✓ Gauze Sterile Water (for burns)
- ✓ Tape

MANAGEMENT ORGANIZATION

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an

emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

- **Guidelines for Handling the Media**

- Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.
- Develop a written statement for dissemination. ·
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible. · Appoint a spokesperson (usually the principal). ·
- Keep the staff informed through one person. ·
- Be proactive with the media. ·
- Contact the media before they contact the school. ·
- Set geographic and time limits. ·
- Explain restrictions. ·
- Hold the press accountable. ·
- Create positive relations with the media before an emergency crisis occurs. ·
- Stress positive actions taken by the school. ·
- Announce new changes made after the incident has passed.

Suspension and Expulsion Policies

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' lists of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MPS school staff has committed itself to 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 CoolSIS points

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

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

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

In School Suspension (ISS)

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while

serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

GROUNDS FOR SUSPENSION

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous
4. object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's
5. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any
6. Controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
7. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in
8. 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.
9. Committed or attempted to commit robbery or extortion.

10. Caused or attempted to cause damage to school property or private property.
11. Stole or attempted to steal school property or private property.
12. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a
13. Committed an obscene act or engaged in habitual profanity or vulgarity.
14. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. MPS Student/Parent Handbook
15. Knowingly received stolen school property or private property.
16. 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
17. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
18. 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.
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
20. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision,
21. "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 section, "hazing" does not include athletic events or school sanctioned events.
22. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
23. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person

who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

24. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
25. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
26. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
27. This section shall apply to students in any of grades 4 to 12 inclusive. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests Intentionally “hacked” or broken into a School or School affiliated computer system.
28. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1). MPS Student/Parent Handbook 2015-16

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian

respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

(Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension.

This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made.

The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline 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.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's

Parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either MPS Student/Parent Handbook 2015-16 32 determines, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below

GROUND FOR EXPULSION

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a schoolsponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

- Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

- Brandishing a knife at another person. E.C. 48915(c)(2)
- Unlawfully selling a controlled substance. E.C. 48915(c)(3)
- Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
- Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of

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.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

- Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
- Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2);
- Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
- Robbery or extortion. E.C. 48915(a)(4); 48900(e).

- Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on MPS Student/Parent Handbook 2015-16 33 school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)

16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q);
 - 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e) may be expelled only if one or both of the following findings are substantiated:
 - Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I	CATEGORY II
Must Recommend Expulsion (MANDATORY)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASIMANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following additional findings:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.
2. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (**Grades 4 through 12 inclusive)
13. Engaged in sexual harassment. E.C. 48900.2** (**Grades 4 through 12 inclusive)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (**Grades 4 through 12 inclusive)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7

16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is MPS Student/Parent Handbook 2015-16 37 disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the

introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall MPS Student/Parent Handbook 2015-16 38 immediately be returned to his/her educational program.

Written Notice to Expel

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

1. Notice of the specific offense 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 student's district of residence. This notice shall include the following:

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

Disciplinary Records

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

Expulsion Appeals

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

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

Interim Placement

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

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at

the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures

Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed "Notification of Charter School Expulsion"
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. MPS has incorporated this notification into the existing “Attendance Reporting screen”. On the daily attendance report, when a student is suspended, will show in CoolSiS. The teacher can access the suspension by looking at the student’s discipline screen. The information provided is for the student’s current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The site Principal is responsible for prompt notification of the student’s teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student’s counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing “Attendance Reporting screen”. On the daily attendance report, when a student is suspended, it will show in CoolSiS. The teacher can access the suspension by looking at the student’s discipline screen. The information provided is for the student’s current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900 (a)(1) Mutual fight (a)(2) Assault/Battery**
 - (b) Possessed, sold or furnished dangerous object**
 - (c) Controlled substance/alcohol**
 - (d) Imitation controlled substance**
 - (e) Robbery/extortion**
 - (f) Vandalism**
 - (g) Theft**
 - (h) Tobacco/nicotine products**
 - (i) Obscene act, habitual profanity/vulgarity**
 - (j) Drug paraphernalia**
 - (k) Disruptive/willfully defiant behavior (grades 4-12)**
 - (l) Received stolen property**
 - (m) Imitation firearm**
 - (n) Sexual assault or battery**
 - (o) Harassed/threatened witness**

p. Sale of soma

q. Hazing

r. Bullying/cyberbullying

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915 (c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE

**Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal/Designee
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/Designee

Sexual Harassment Policy

A. Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual,

in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See below for the “Harassment Complaint Form.” See also below for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.

2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
5. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
7. Notify parents or legal guardian and appropriate school personnel of incident.
8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

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

designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;

- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction

with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;

- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
 - Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
 - Neatness and good grooming is required.
 - Hairstyles must follow the schools dress code policy.

IMPORTANT NOTICE

Dear Parents/Guardians,

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.
- Each individual MPS campus may include amendments into this handbook addressing local issues.
- Any changes or additions to this handbook will be given to the students and parents in writing.

MPS STUDENT UNIFORM POLICY

BOTTOM

GIRLS

Skirts, pants, shorts, skorts, or capris are acceptable.

BOYS

Pants or shorts are acceptable.

GIRLS & BOYS

- Pants/Skirts/Skorts/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

- Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

TOP

White, gray or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.

FOOTWEAR

- The majority of the shoe must be black, brown or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

PE UNIFORM

TOP:

Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during

PE. BOTTOM:

Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR:

Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Jewelry and accessories/Cosmetics

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
 - Facial, tongue, and body piercing are not allowed.
 - Bracelets: Must be tasteful and not attract 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.
 - 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.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

* * * 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 campus may include site-specific amendments into the uniform policy addressing local issues.

Procedures for Safe Ingress and Egress from School

Please see school map at the bottom of this Safety Plan

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.

3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
 - Notify the office of the situation.
 - Follow the person if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and *The Physical Environment* are two components used to identify our school's strengths, areas of desired change and future plans.

FACTORS

1. *The Social Climate*-People and Programs (Component 1):

Our school creates a caring and connected school climate. We make Students and Staff believes that the school is a caring community in numerous ways:

- a. Parents are involved in the following ways at our current school site:
 1. Home Visit Program
 2. Parent Force Meetings
 3. Parent Volunteer Opportunities
 4. Open House Nights
 5. Back to School Nights
 6. Parent-Teacher Conferences
 7. CoolSis Communication Logs
 8. Parent Shadow Days
 9. Schoolwide Phone Call News Distribution

10. Email Newsletters
11. School Site Council
12. Public Meetings on School Policy Issues
13. Parent Trainings and Workshops

- b. The cultural richness of our school community is recognized and will be built upon in the following ways:
 - Internships - We will expand and develop our internship program, including through networking with local stakeholders through partnerships with the local Chamber of Commerce and the offices of Anthony Rendon, the Speaker of the California State Assembly and local immigration law offices
 - We will continue to have a Student Ambassador Program to provide students with opportunities to network with their community leaders
- c. We provide training so staff can meet the unique needs of the student body in the following ways:
 - Implement monthly staff-wide professional development on socio-emotional development issues
- d. Set high academic and behavior goals
 - Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and technology-based adaptive standardized tests aligned to Common Core State Standards. (2016-17 school year)
- e. Improve curriculum and teaching practices
 - Teachers will provide CCSS aligned instruction using SDAIE strategies. (2016-17 school year)
- f. Address multiple learning styles
 - The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2016)
 - Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)
 - Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)
 - Charter School will continue providing services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced student

- g. Promote caring, supportive relationships with students
 - GOALS:
- i. Support the Socio-Emotional Learning of all students.
 - 1. Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2016-17 school year)
 - 2. Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
 - Continue employing an onsite school psychologist and
 - Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)
 - Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)
 - Pilot the use of online courses that allow students to work at their own pace and potentially earn high school credit through the FuelEd in selected classes in the Spring 2016 semester with an eye to implementing blended learning throughout the school day and after school academic enrichment program in the 2016-2017 school year
- i. Provide opportunities for student to have meaningful participation in school and community service
 - Continue delivering baskets to homeless and/or low-income families at the beginning of long breaks
- j. Emphasize critical thinking and respect
 - Continue developing and strengthening our Student Government
- k. Communicate clear discipline standards
 - Parent meetings, CoolSis online behavior support systems, parent calls, communication logs, posters in the hallway all communicate clear discipline standards
- l. Communicate procedures to report and deal with threats
 - Trainings are provided to deal with threats on and off campus to staff and students in accordance with the above procedures stated in the Emergency section of the plan.
- m. Empower students to take responsibility for safety

- Students are included in School Site Council where they have the opportunity to share ideas and collaborate related to safety with the community
 - Students are also invited to run a position as an Executive Officer, Grade Group Representative on Student Council, where they can lead their grade groups, grade levels, and entire school community in discussing and recommending policies and programs to help address school safety
- n. Train staff on bullying prevention and tolerance
- Staff will continue to be training on bullying prevention and tolerance, including through PD's at staff meetings as well as online trainings.
- o. Provide training for student and staff on dangers of drugs and alcohol
- Peer Seminar Series helps students educate each other about the dangers of drugs and alcohol
 - Staff will continue to receive trainings on dangers of drugs through staff online trainings and in PD's
 - School will continue to include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. In addition, school will take all necessary steps to address mental health care of pupils who have witnessed a violent act at any time, related to school activity, in accordance with the addendum to EC 32281.1

The Social Climate and the Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its “Life Skills” curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.

- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.

- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- “All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school.” Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from

class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.

5. **CoolSIS Point System:** we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.

6. **Communication:** CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Get ready for life (GRFL)

Our ESLR's are also integrated and further reinforced in our daily Get Ready for Life (GRFL) Course, a requirement for all students in grades 6-8. Each year, the Principal will join the other 10 from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Get Ready for Life Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The GRFL Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including Bullying, Cyberbullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

GRFL is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Association

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTSC meetings. Our PTSC supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the

school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2015
 - Budget: None

- Evaluation guidelines: Surveys, Feedback from stakeholders
- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2015
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

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

Expected Student Behavior

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

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.

- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips: Students must:

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

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

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

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Behavior	Level 1	Level 2	Level 3
		♦ Frequent repeat of level 1 behavior	♦ Frequent repeat of level 1 or 2 behavior
Verbal Misuse	<ul style="list-style-type: none"> o Hurtful words (stupid/shut up) o Divisiveness (clique/gossip) o Excessive talking at inappropriate time o Isolated incident of inappropriate language o Excessive inappropriate noises o Excessive tattling 	<ul style="list-style-type: none"> o Disrespectful of adults o Arguing with adults o Crying and yelling 	<ul style="list-style-type: none"> o Vulgar language o Ethnic, religious or hateful slurs
Physical/Contact	<ul style="list-style-type: none"> o Impulsive touching o Playful contact o Irritating others o Aggressive play in context of recess games 	<ul style="list-style-type: none"> o Pushing with intent o Hitting o Kicking o Pinching o Throwing objects randomly o Spitting (random) o Misuse of property 	<ul style="list-style-type: none"> o Violent outburst o Fighting o Throwing object with intent to injure o Spitting at a person o Biting o Self-inflicting wound
Defiance	<ul style="list-style-type: none"> o Rolling eyes o Situational refusal to follow directions o Posturing with body in an act of defiance 	<ul style="list-style-type: none"> o Refusing to follow directions on a regular basis o Passive-aggressive behavior 	<ul style="list-style-type: none"> o Refusing to leave/enter a room, move to a different seat o Walking/running out of the classroom or away from adult supervision
Gestures	<ul style="list-style-type: none"> o Poor manners 	<ul style="list-style-type: none"> o Giving the finger in isolated incident 	<ul style="list-style-type: none"> o Graffiti/vandalism o Opening/touching own private o Touching another student inappropriately o Gestures involving any sexual behavior
Impulsiveness	<ul style="list-style-type: none"> o Off task o Shouting out in class o Disruptive o Out of seat o Noise making 	<ul style="list-style-type: none"> o Outbursts o Lack of personal boundaries 	<ul style="list-style-type: none"> o Violent outbursts/tantrums o Explosive behavior o Running from designated area
Harassment	<ul style="list-style-type: none"> o Teasing o Repeating 3rd party information o Passive participation in hurtful acts/words against others 	<ul style="list-style-type: none"> o Bullying o Hurtful acts/words against others 	<ul style="list-style-type: none"> o Sexual harassment o Cyber bullying/harassment

Assaulting, Fighting and/or Arranging Fights:

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

Bringing / Using Electronic Devices:

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

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

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

Disrupting Learning:

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

Horseplay:

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

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

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

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

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

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

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a “manifestation determination.” A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State

policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, national origin, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

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

Safety Goals for 2016-2017:

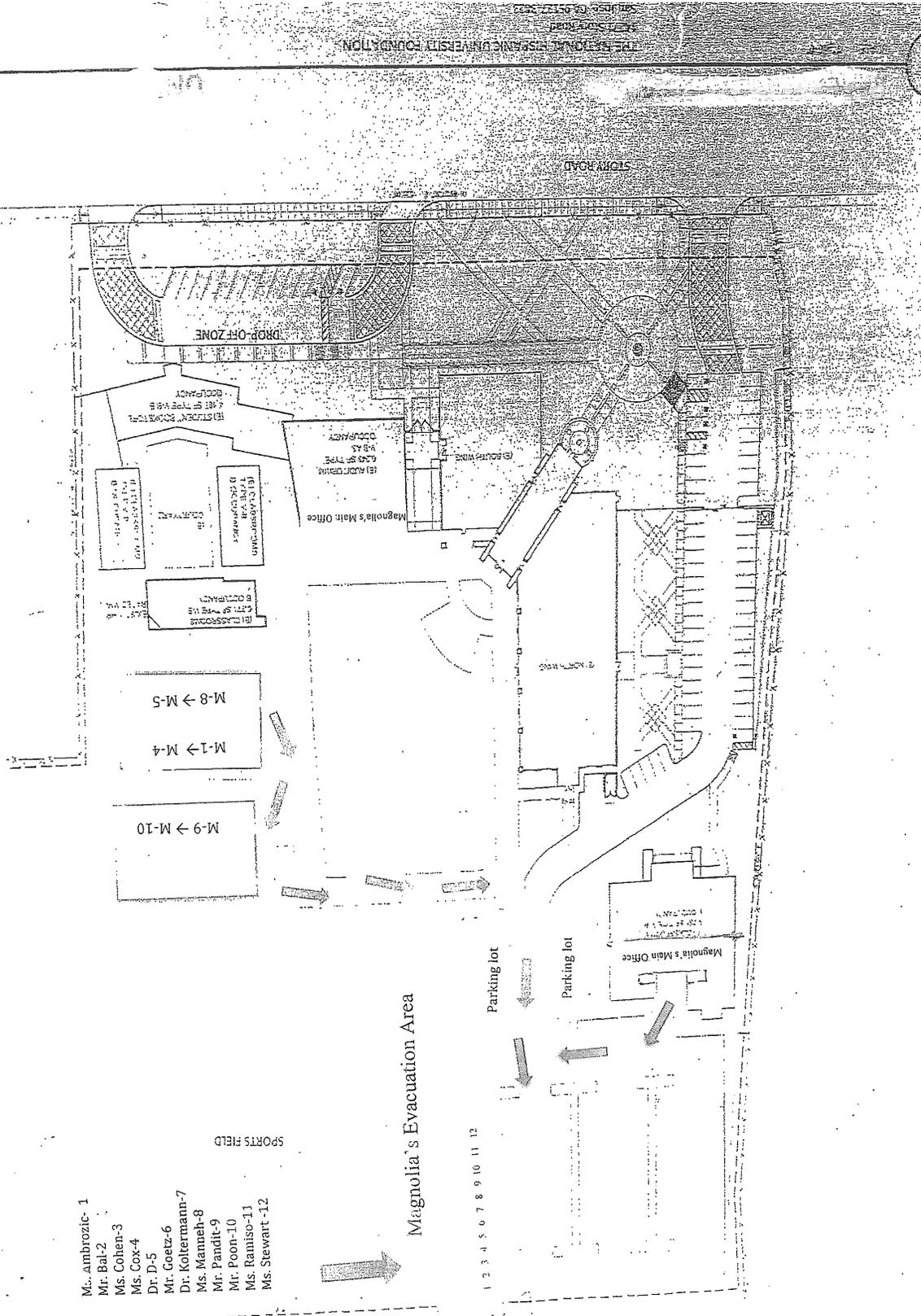
Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - ✓ Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - ✓ Resources needed: Safety plan,
 - ✓ Person(s) responsible for implementation: Designated administrator, safety committee
 - ✓ Timeline for implementation: August 2016
 - ✓ Budget: None
 - ✓ Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - ✓ Related Activities: Teachers can report concerns during weekly staff meetings.
 - ✓ Resources needed: Walk-thru form, building supplies
 - ✓ Person(s) responsible for implementation: Plant manager
 - ✓ Timeline for implementation: August 2015
 - ✓ Budget: Refer to schools annual budget
 - ✓ Evaluation guidelines: Surveys, Feedback from stakeholders

Magnolia's Evacuation Map 2015-2016



- Mr. Ambrozic- 1
- Mr. Bal-2
- Ms. Cohen-3
- Ms. Cox-4
- Dr. D-5
- Mr. Goetz-6
- Dr. Koitermann-7
- Ms. Manneh-8
- Mr. Pandit-9
- Mr. Poon-10
- Ms. Ramiso-11
- Ms. Stewart -12

Magnolia's Evacuation Area

1 2 3 4 5 6 7 8 9 10 11 12





MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II D
Date:	February 11, 2016
To:	Board of Directors
From:	Terri Boatman, Director of Human Resources
Staff Lead:	Terri Boatman, Director of Human Resources
RE:	Approval of Changes in Teacher's Salary Scale

Proposed Board Recommendation

I move that the Board forward the new teacher salary scale to the Personnel Committee for review.

Background

A review of salaries of public and charter school organizations shows that Magnolia Public Schools is currently paying teachers less than the market.

We held a meeting with teachers in December 2015, to discuss changes to the salary scale. Eventually, we would like to move to individual base salaries driven by length of service, however this is a two-part process.

The scale for 2016-2017 includes the following changes from the '15-'16 teacher salary scale:

- School base salaries have been increased 5%.
- The highest credential differential pay has been added to the base to compensate all teachers at the level that was reserved for those who hold credentials in English, Science or Math. (\$4060.00)
- Offer a testing stipend of \$3,000 for those teachers whose subjects are included on State Tests.
- Extra duty pay will continue as is with no change for the upcoming school year.

We believe that these changes are the first over the next two years to raise the salaries of our teachers to market rates. An increase in salary will mean greater retention of our current staff as well as the ability to recruit experienced teachers.

Budget Implications

Currently, the model indicates that these changes result in a 5% increase to current teacher salary budget.

Name of Staff Originator:

Terri F. Boatman, Director of Human Resource

Attachments

2015-2016 Salary Scale

2016-2017 Teacher Salary Scale

MPS EMPLOYEE PAY RAISE SCALE

SALARY CALCULATIONS

Components of Employee Salaries

A) School Level: Teaching Positions	
1	Base School Salary + Employee Qualifications Pay + Employee Performance Pay + Pay for Additional Duties
	<i>--> Base Employee Salary</i>

B) School Level: Administrative Positions	
1	Base School Salary + Employee Qualifications Pay + Employee Performance Pay
	<i>--> Base Employee Salary</i>

C) School Level: Classified Positions	
1	Base Classified Salary + Employee Qualifications Pay + Employee Performance Pay
	<i>--> Base Employee Salary</i>

D) CMO Level Positions	
1	Base CMO Salary + Employee Qualifications Pay + Employee Performance Pay
	<i>--> Base Employee Salary</i>

Narrative:
1) The MPS Board of Directors will closely work with the Central Office to review and update this employee pay raise scale and approve it at one of its meetings prior to the fiscal year to which it applies.
2) This Board-approved pay raise scale will be in effect as of July 1, 2015 and until the next Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
3) This policy replaces and overrides any previous pay/bonus policy. As explained in this scale, performance pay is a component of employee salaries starting 2015-16.
4) This pay raise scale applies to all full-time teachers, administrators, classified staff and CMO employees as identified in the scale.
5) Employees currently receiving above the scale will continue to receive that amount until the scale catches up to that amount.
6) Retroactive salary increases are not permitted.
7) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.
8) Employees will be able to update their qualifications, such as degree, credential, etc., until August 20 of the new work year, and these updated qualifications will be used in salary calculations. For example; qualifications submitted by August 20, 2015 will be used in determining 2015-16 salaries.
9) Performance pay, based on the employee's performance points, is added to the employee's base salary. See "Employee Performance" for details.
10) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have to be approved by the school administration and the Central Office. The add-on points for such additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service. Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. See "Additional Duties" for details.
11) Whether identified or not in this scale, the Central Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
Location	School	Base
San Fernando Valley	MSA-1	\$40,600
San Fernando Valley	MSA-2	\$40,600
Los Angeles	MSA-3	\$41,615
Los Angeles	MSA-4	\$39,585
Los Angeles	MSA-5	\$40,600
Los Angeles	MSA-6	\$39,585
San Fernando Valley	MSA-7	\$40,600
Los Angeles	MSA-8	\$41,615
San Diego County	MSA-SD	\$40,600
Santa Clara County	MSA-SC	\$41,615
Orange County	PTS-SA	\$39,585

Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust the Base School Salaries each year.
- 3) The Base School Salaries will range from \$39,585-\$41,615.
- 4) The Base CMO Salary will be \$40,600.

2) EMPLOYEE QUALIFICATIONS PAY

A) School Level: Teaching Positions

Qualifications				
Field #	Qualification	Coefficient	Points	Max.
1	Subject Area	\$ 1,015	See table below.	4
2	Degree	\$ 1,015	1, 2 or 3. See notes.	3
3	Credential	\$ 1,015	1, 2 or 3. See notes.	3
4	Prior Experience	\$ 508	1 for each year up to 10 years	10
5	MPS Experience	\$ 1,015	1 for each year up to 15 years	15

Subject Area	Points
Math	4
Science	4
Computer*	4
English	4
Foreign Language	2
Social Studies	1
Visual & Performing Arts	1
PE	1
Elementary school	1

Narrative:

1) Subject Area refers to teaching subject area, and not graduation major. See the Qualifications table for different subject areas. MPS values and assigns importance to all subject areas. However, areas that are hard-to-staff and/or tested on the state assessment program will earn extra points as indicated in the table.

2) Degree: 1 point for each master's degree; 3 points for a doctoral degree

3) Credential: 1 point for California Clear Teaching Credential and 2 points for National Board Certification for a total of up to 3 points. Preliminary credential or additional number of credentials do not earn points.

4) Cap of 10 years will be applied for prior full-time, full-year teaching, administrative, and other related field work experience. Student teaching as part of the credentialing program does not count. Employees need to verify their prior employment. Final decision will be made by the Central Office.

5) MPS experience is valued more than prior experience and capped at 15 years. Full and partial years will be added and the sum will be rounded to the lower multiple of one-half.

* Computer teachers who also do I.T. for less than 50% of their time can earn add-on points for their I.T. duties. (See Additional Duties.) If they do I.T. for 50% or more of their time, then they will be regarded as I.T. Manager for salary calculations. (See Classified Positions Below.) Final decision will be made by the school administration and the Central Office.

B) School Level: Administrative Positions

Qualifications				
Field #	Qualification	Coefficient	Points	Max.
1	Position	\$ 1,015	See table below.	-
2	Degree	\$ 1,015	1, 2 or 3. See notes.	3
3	Credential/Certification	\$ 1,015	1 thru 5. See notes.	5
4	Prior Experience	\$ 508	1 for each year up to 10 years	10
5	MPS Experience	\$ 1,015	1 for each year up to 15 years	15

Position	Points
Education Specialist	6
College Advisor	8
Dean of Students	11
Dean of Academics	13
Assistant Principal	15
Principal (K-5)	20
Principal (6-8)	25
Principal (6-12)	30

Narrative:

1) Position refers to the job done, and not graduation major. See the next table for points for each position.

2) Degree: 1 point for each master's degree; 3 points for a doctoral degree

3) All positions can earn 1 point for holding a California Clear Teaching Credential, 1 point for holding a College Counseling Certificate, 2 points for National Board Certification, 3 points for holding a Tier 1 Administrative License, and 5 points for holding a Tier 2 Administrative License. Points can be added for a maximum of 5 points.

4) Cap of 10 years will be applied for prior full-time, full-year teaching, administrative, and other related field work experience. Employees need to verify their prior employment. Final decision will be made by the Central Office.

5) MPS experience is valued more than prior experience and capped at 15 years. Full and partial years will be added and the sum will be rounded to the lower multiple of one-half.

C) School Level: Classified Positions

Qualifications				
Field #	Qualification	Coefficient	Points	Max.
1	Base Classified Salary (BCS)	-	See table below.	-
2	Degree	\$ 1,015	1, 2 or 3. See notes.	3
3	Credential/Certification	\$ 1,015	See notes.	1
4	Prior Experience	\$ 508	1 for each year up to 5 years	5
5	MPS Experience	\$ 761	1 for each year up to 15 years	15

Position	BCS
Custodian	\$23,345
Office Assistant/Clerk	\$23,345
Teaching Assistant	\$24,360
Special Education Assistant	\$26,390
Library Technician	\$27,405
Campus Aide/Security Officer	\$27,405
Administrative Assistant	\$29,435
Office Manager	\$32,480
Librarian	\$45,675
I.T. Manager	\$55,825

Narrative:

- 1) Classified positions at the school level have a separate "Base Classified Salary (BCS)" as indicated in the next table. Therefore, "Base School Salary" used in the salary calculations for teaching and administrative positions is not counted in the salary calculations of classified employees. Classified employees start with a "Base Classified Salary" that corresponds to their position. They can also earn points for degree, credential/certification, and experience.
- 2) Degree: 1 point for each master's degree; 3 points for a doctoral degree
- 3) All positions can earn 1 point for holding a California Clear Teaching Credential or 1 point for holding a job related Certificate. The Central Office will make the final decision regarding what types of certificates can earn points.
- 4) Cap of 5 years will be applied for prior full-time, full-year teaching, administrative, and other related field work experience. Employees need to verify their prior employment. Final decision will be made by the Central Office.
- 5) MPS experience is valued more than prior experience and capped at 15 years. Full and partial years will be added and the sum will be rounded to the lower multiple of one-half.

D) CMO Level Positions

Qualifications				
Field #	Qualification	Coefficient	Points	Max.
1	Position	\$ 1,015	See table below.	-
2	Degree	\$ 1,015	1, 2 or 3. See notes.	3
3	Credential/Certification	\$ 1,015	1 thru 5. See notes.	5
4	Prior Experience	\$ 508	1 for each year up to 10 years	10
5	MPS Experience	\$ 1,015	1 for each year up to 15 years	15

Position	Points	Position	Points
Administrative Assistant	0	Math Coach	20
HR Admin	15	Coolsis Manager	30
Reporting and Student Informat	15	Recruitment Support and Qualific	20
Executive Assistant	15	Parent University Leader	20
Document Control Administrator	15	Director of Parent and Community	30
Accounts Payable	15	Director of Partnership Developm	30
Office Manager	15	Controller	30
Accountant	15	Director of New School Developm	30
Payroll Specialist	15	Director of Talent	30
Budget Analyst	15	Director of Instructional Technolog	30
Purchasing Manager	15	Infrastructure/Telecom Manager	35
Financial Analyst	20	Director of Student Affairs	35

Narrative:

- 1) Position refers to the job done, and not graduation major. See the next table for points for each position.
- 2) Degree: 1 point for each master's degree; 3 points for a doctoral degree
- 3) All positions can earn 1 point for holding a California Clear Teaching Credential, 1 point for holding a job related Certificate, 2 points for National Board Certification, 3 points for holding a Tier 1 Administrative License, and 5 points for holding a Tier 2 Administrative License. Points can be added for a maximum of 5 points.
- 4) Cap of 10 years will be applied for prior full-time, full-year teaching, administrative, and other related field work experience. Employees need to verify their prior employment. Final decision will be made by the Central Office.
- 5) MPS experience is valued more than prior experience and capped at 15 years. Full and partial years will be added and the sum will be rounded to the lower multiple of one-half.

Literacy Coach	20	Deputy Chief Academic Officer	40
Testing Coordinator	20	Chief of Staff	45
IT Manager	20	Chief External Officer	45
Blended Learning Coordinator	20	Chief Information Officer	45
Ops Systems and Knowledge Management Manager	20	Chief Growth Officer	45
Personnel Manager	20	Chief Academic Officer	45
Instruction and Curricular Model	20	Chief Financial Officer	45
Revenue and Compliance Manag	20	Chief Executive Officer	55

4) PAY FOR ADDITIONAL DUTIES

The coefficient for additional duties: \$1,000

Additional Duties	
Duty	Add-on Points
Discipline coordinator	5.0
I.T. coordinator	5.0
Testing coordinator	4.0
RTI coordinator	3.0
EL coordinator	2.0
AR coordinator	2.0
After-school coordinator	2.0
Department chair	1.5
AP teacher	1.5
SST coordinator	1.0
Extracurricular activities coordinator	1.0
WASC self-study coordinator	1.0
Science festival coordinator	1.0
TIE coordinator	1.0
Athletic director/coach	1.0
Grade level chair	1.0
Additional teaching period for teachers	1.0
SWPBS team member	0.5
B TSA mentor	0.5
STEM club	0.5
Extra club	0.5
Special competition coach	0.5

Narrative:

- 1) The coefficient for additional duties is \$1,000 per point.
- 2) Additional duties for employees will be assigned add-on points as indicated in the next table. These duties have to be approved by the school administration and the Central Office annually prior to the duties are performed.
- 3) The add-on points for additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service.
- 4) Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Depending on the duties, this amount can either be included in the monthly salary or paid to the employee in several installments.
- 5) STEM clubs include A+, Lego, Science, and other approved STEM clubs.
- 6) Special competitions include MathCounts, Lego, County Science Fairs, Spelling Bee, Academic Decathlon, Art contests, and other approved competitions.
- 7) Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
- 8) Each additional weekly teaching hour over the regular 25 hours, plus 2.5 hours of SSR/Advisory, will earn the employee 1.0 point for their annual salary. For example; a teacher teaching 27 hours, plus 2.5 SSR/Advisory per week, will earn 2.0 add-on points.
- 9) Payments for any additional duties not described herein (Saturday tutoring, summer school, hourly duties, etc.) will be resolved by the school administration and the Central Office.
- 10) Exceptions: Principals, assistant principals, and deans do not earn add-on points for any of the additional duties listed in this table. I.T. manager (classified) does not earn add-on points for I.T. coordination. RTI coordinator does not earn add-on points for SST coordination. After-school coordinators do not earn add-on points for after-school coordination if they are already being paid separately for that duty, e.g., through an after-school grant.
- 11) The payment of additional duties pay does not alter/impair the exempt nature of any positions qualifying as exempt under applicable law.

3) EMPLOYEE PERFORMANCE PAY

Available Performance Pay		
School Level: Teaching Positions	\$2,000	maximum
School Level: Administrative Positions	\$2,000	maximum
School Level: Classified Positions	\$1,000	maximum
CMO Level Positions	\$2,000	maximum

Performance Categories		
Category	Points	Earns % of Available Performance Pay
Supervisor's Evaluation:		
Overall Rating: Excellent	100	100%
Overall Rating: Proficient	75	75%
Overall Rating: Needs Improvement	50	N/A
Overall Rating: Unsatisfactory	0	N/A

Narrative:
<p>1) The Central Office will develop a performance evaluation system where employees will earn annual performance points out of 100.</p> <p>2) Employees who earn more than 50 annual performance points will earn the respective % of the available performance pay in their category. For example; a classified employee who earns 75 performance points will earn 75% of the available performance pay for a classified employee.</p> <p>3) Starting with the 2015-16 school year, available performance pay will be an additional \$2,000 (for school level teaching and administrative positions and CMO level positions) or \$1,000 (for school level classified positions) to the employee's base salary. These amounts will be in effect until the next Board approval of an updated/revised scale.</p> <p>4) For 2015-16 salaries, the only performance category included in the performance pay is the supervisor's evaluation in 2014-15. The supervisor's evaluation will result in an overall rating of either Unsatisfactory, Needs Improvement, Proficient or Excellent. Employees with a Proficient overall rating will earn 75 performance points, hence 75% of the available performance pay. Similarly, employees with an Excellent overall rating will earn 100 performance points, hence 100% of the available performance pay.</p> <p>5) Sample calculation: Teachers will earn performance pay out of \$2,000 based on their performance points. While 100 points will earn the teacher the whole available pay of \$2,000, 75 points will earn \$1,500. Similarly, a classified employee will earn \$1,000 performance pay for 100 points and \$750 for 75 points.</p> <p>6) Performance points are given only to existing full-time employees who have completed a full year at MPS based on their performance in the finished year. Corresponding performance pay is included in next year's salaries starting 2015-16.</p> <p>7) MPS believes in use of data in determining employee performance. Therefore, the Central Office will work on a plan for the coming years to include other performance categories such as surveys and assessment data, and present it to the Board for approval.</p>

MPS Teacher Salary Scale 2016-17

Teacher Salary

School Base Pay
+
Qualifications Pay
+
Performance Pay
+
Extra Duty Pay

Extra Duty Pay*

Testing Stipend	\$3,000.00
Sign-On Stipend	\$2,500.00

* No Changes from last year. Same amounts and co-efficients apply
 Adding Testing Stipend for those subjects are State Tested
 Sign-On Stipend based on the needs of the school and their budget

School Base Salaries

MSA 1	\$ 46,690.00
MSA 2	\$ 46,690.00
MSA 3	\$ 46,690.00
MSA 4	\$ 45,519.25
MSA 5	\$ 46,690.00
MSA 6	\$ 45,624.25
MSA 7	\$ 46,690.00
MSA 8	\$ 46,690.00
MSA SD	\$ 46,690.00
MSA SA	\$ 45,624.25
MSA SC	\$ 46,690.00

Qualifications Pay*

	Amount	Points	Max
Degree	\$ 1,015.00	1, 2, 3	3
Prior Exp	\$ 580.00		10 years
MPS Exp	\$ 1,015.00		15 years

*Credential Differential eliminated from last year

New Salaries Based on the following equation: 5% over last year+equity adjustment of \$4060 for previous credential differential.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II E
Date:	February 11, 2016
To:	Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Terri Boatman, Director of Human Resources
RE:	Approval of Changes to the Tuition Reimbursement Policy

Proposed Board Recommendation

I move that the Board to approve changes to the Tuition Reimbursement Policy.

Background

After a review of the tuition policy, we suggest the following changes:

- Include provisions that employees must be employed with MPS for a period of one (1) year before being eligible to participate in a degree program.
- Funding includes participation in programs to support a new credential.
- Employees may be eligible to receive funds prior to the start of coursework, however their awards may be offset if they fail to earn a "B" or equivalent in any class.
- Employees who participate in the program will be required to remain employed with MPS for a period of two (2) school years. If the employee voluntarily leaves before this time period, the employee agrees to reimburse MPS for their program/coursework.

These changes will ensure that MPS is tuition reimbursement as a retention tool and allows for us to receive a return on our investment.

Budget Implications

There is no impact to budget as the costs are based on the number of participants and the program selected. The tuition reimbursement budget is set by each school, and approval is granted by committee.

Name of Staff Originator:

Terri F. Boatman, Director of Human Resources

Attachments

Redlined version of current policy highlighting changes.

SOP # G&A123 Revision: 1
Effective Date: 5/2/14

Prepared by: Central Office
Approved by: BOD

Title: G&A123 TUITION REIMBURSEMENT

Policy: To provide employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization.

Purpose: Professional development and continuous learning are necessary to maintain the quality of the Organization's staff and their ability to contribute effectively to the mission and goals of the Organization.

Scope: All employees with regular full-time status are covered by the scope of this policy and its guidelines.

Responsibilities:

Principals are responsible for coordination of their staff's application process for professional development/tuition reimbursement funds with the Human Resources at the Home Office.

Human Resources is responsible for coordination of the application process.

Chief Financial Officer or designee is responsible for determining amount of funds that can be made available for professional development/tuition reimbursement after consideration of budgeted expense and reserve amounts.

Chief Executive Officer or designee is responsible for authorizing the employee application process for professional development/tuition reimbursement funds.

Background: The work performance of an employee is a vital key to the success of the Organization. Providing professional development opportunities to the Organization's employees is an investment in our employees' careers and the Organization's future.

1.0 ELIGIBILITY

1.1 Professional development programs are approved at the discretion of Chief Executive Officer or designee. Eligible professional development can be obtained through baccalaureate and graduate level courses that must be taken for academic credit through colleges and universities accredited by

regional organizations identified in Appendix A. Courses leading to certification must be taken at a school or through an organization that is authorized by the certifying authority to provide such educational programs.

1.2 Employees have been employed with MPS for a period of a full school year before being eligible to apply for a degree program.

1.3~~2~~ Sample eligible programs:

(1) The following table categorizes the four types of programs covered under the Tuition Reimbursement policy and includes sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs.

Category 1 Teaching related certification/career development programs	Category 2 Administrative related certification/career development programs	Category 3 Master's degree
<ul style="list-style-type: none"> ▪ CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.) ▪ CCTC approved subject-matter preparation programs ▪ BTSA induction programs ▪ English Learner Authorization/CLAD certification ▪ National Board certification ▪ Undergraduate/graduate level academic courses not leading to a degree program ▪ <u>Testing and or programs to support a credential in a new subject.</u> ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Administrative services credential ▪ College counseling certification ▪ Behavior intervention specialist certification ▪ CBO certification ▪ SHRM certification ▪ Project management certification ▪ IT certification ▪ Undergraduate/graduate level academic courses not leading to a degree program ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Job-related master's degree <p>(Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)</p>
		<p style="text-align: center;">Category 4 Doctoral degree</p> <ul style="list-style-type: none"> ▪ Job-related doctoral degree <p>(Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)</p>

(2) Programs leading to professional certification, i.e., certifications in Categories 1 and 2, must be in a specific job-related field of professional discipline, and should provide the participating employee with skills, knowledge and competencies applicable to their current position. This includes fees associated with a new credential in a different subject which could include CSET, or CBEST tests and/or coursework. For participation in such programs, employees may be approved for reimbursement of tuition and eligible fees up to a maximum of \$5,000 per fiscal year.

(2) Undergraduate and graduate level academic courses taken as part of a career development program in Categories 1 and 2 should provide an employee with skills, knowledge and development plans. For undergraduate, graduate, university extension, university continuing

education, and audited courses, tuition and eligible fees may be approved for reimbursement up to a maximum of \$5,000 per fiscal year.

- (3) Job-related graduate level academic programs in Categories 3 and 4, up to and including those leading to a doctoral degree, must provide an employee with skills, knowledge, and competencies that are specifically applicable to their current position classification and enhance her or his performance in that job. For participation in such graduate level courses at an accredited university, tuition and eligible fees may be approved for reimbursement up to a maximum of \$7,500 for master's and \$10,000 for doctoral programs per fiscal year.
- (4) The Human Resources may require that the employee first obtain or maintain a Category 1 certification or attend career development programs before s/he can apply for a Category 2, 3, or 4 reimbursement or maintain a Category 2 certification or attend career development programs before s/he can apply for a Category 3 or 4 reimbursement.

2.0 TUITION REIMBURSEMENT

- 2.1 For courses that are taken for credit as part of a degree program, tuition and eligible fees are reimbursed only for courses taken and completed with a final grade of "B" or equivalent, or higher. For courses leading to professional certification, course registration costs will be reimbursed only after the participating employees submit evidence of having successfully completed course requirements leading to professional certification. In some instances, depending on the funding for each school, employees may receive the funding in advance of course completion, however failure to earn a final grade of "B" or equivalent may impact their award for other semesters and/or eligibility to receive reimbursement for the remainder of the degree program.
- 2.2 Graduate tuition reimbursement is generally limited to one master's and one doctoral program per employee. Tuition reimbursement for any additional graduate degree requires the approval of the CEO or designee.
- 2.3 Employees will indicate the category they are applying for, i.e., Category 1, 2, 3 or 4, in their application. Reimbursement in a given fiscal year will only be made for the expenses in the category for which the employee is authorized. Expenses in different categories cannot be combined over a fiscal year.
- 2.4 Required fees eligible for tuition reimbursement subject to the limitations set forth in 2.1 through 2.4 above include the State of California's equivalent to tuition fees (i.e., state education fees, state university fees, state college fees, junior and community college enrollment and registration fees for California residents), continuous enrollment fees for thesis/dissertation, microfilming or binding of dissertation or thesis fees, computer fees, and laboratory fees charged

to all students and that are directly applicable to the approved course(s).

- 2.5 Employees will be reimbursed for exams that lead to professional certification, including, but not limited to, CSET, CTEL, CLAD, and CPACE. Employees need to get prior approval from their supervisors for reimbursement of exam fees. Registration fees for such exams will be reimbursed through regular reimbursement procedures; tuition reimbursement application is not required and the reimbursement will not be counted against any category reimbursement allowances. Reimbursement for exam registration will be provided only for the first time of each exam and not for the repeat of a failed exam.
- 2.5 If eligible employees are laid off due to budgetary reasons, their hours are reduced, or they go on a disability leave of absence, any approved course(s) in progress will be reimbursed, provided the course is completed with a final grade of "B" or equivalent, or higher, and fulfills the other provisions of this policy.

3.0 NONREIMBURSABLE EXPENSES

- 3.1 Except for courses leading to professional certification as described above, the following do not qualify for tuition reimbursement: professional seminars and workshops, symposia, short (non-credit) courses; college/university entrance exams; review programs for entrance exams; or courses at non-accredited institutions.
- 3.2 Itemized fees not reimbursable to employees include application/pre-admission registration fees, transcript fees, test preparation fees, admission testing fees, placement fees, course waiver or challenge fees, book costs, travel costs (i.e., transportation, housing, meal, etc.), parking fees, equipment/kit purchase costs, tutoring fees, deferred tuition fees, registration fees, late registration fees, course addition, deletion or transfer fees, student activity fees, student union fees, petition fees, recreation fees, health coverage costs, dissertation or thesis typing fees, development or foundation fees, institution fees, alumni fees, and other similar fees.
- 3.3 Tuition and eligible fees are not reimbursable when the employees:
- 1) Receive duplicate or comparable fees from another institution or agency, grant, scholarship, or other financial aid; or
 - 2) Voluntarily terminate employment, or are terminated for cause, prior to course completion, or
 - 3) Have not received advance approval from the Chief Executive Officer or designee, particularly those associated with a degree program.

3.4 An employee normally is not reimbursed for a course the tuition of which was previously reimbursed under this policy. However, some courses involving research or extended study can be repeated with advance approval of the Chief Executive Officer or designee.

4.0 OTHER MATTERS

4.1 The taxability of payments to employees under the tuition reimbursement plan is in accordance with current Internal Revenue Service guidelines.

4.2 Unless specific approval of both the employee's supervisor and the Chief Executive Officer is obtained in advance, an employee may not take a course during scheduled working hours. When the educational program requires being away from one's job during normal work hours, the employee and her or his supervisor must agree on such a schedule in advance and make necessary arrangements to assure that expectations for ongoing work assignments are met. No legal or contractual obligations for overtime premium can be incurred as a result of employees taking a course that will be reimbursed under this policy during their scheduled working hours. Participation in the tuition reimbursement program should not in any way interfere with the employee's ability to perform his or her job.

4.3 Employees who participate in this program must remain employed with Magnolia Public Schools for a period of two school terms after completion of their program. Should the employee leave voluntarily, they will be required to reimburse MPS for their program costs.

5.0 REQUESTING FUNDS

5.1 During the annual budgeting process, the Chief Financial Officer will evaluate how much of the Organization's resources may be allocated to fund the professional development/tuition reimbursement budget for employees after consideration of available operating expenses and required reserve amounts in each fiscal year or portion of each fiscal year as considered necessary by the Chief Financial Officer. When the total cost of the applications exceed the allocated budget for professional development/tuition reimbursement, priority will be given based on factors such as urgency, need, and number of years at the organization.

5.2 Applications from employees who wish to utilize tuition reimbursement funds will be accepted in the months of April and May contingent on whether funds are available for the next fiscal year. Applications received after May might be considered after the applications received in the month of April and May are processed.

5.3 To apply for tuition reimbursement, an employee should complete the Application for Academic Program Approval form in Appendix B and

submit it to their Principal, who will submit it to the Human Resources at the Home Office. Home Office employees will submit their applications directly to the Human Resources. After obtaining supervisor's concurrence, but prior to enrolling in the course of study, the Principal (or Home Office employee) should forward the application form, along with material describing the program and course(s), to the Human Resources. The employee's supervisor may include amplifying documentation in support of program or course approval. Human Resources will coordinate the application process and submit the applications to the Chief Executive Officer or designee for certification that the proposed program and course(s) meet criteria for reimbursement.

5.4 Following review of the employee's application for tuition reimbursement, Human Resources will notify the employee in writing as to whether the application has been approved. Upon written confirmation or approval, the employee must submit the following items at the beginning of each term:

- (1) Request for Reimbursement of Tuition (Appendix C)
- (2) Copy of the course syllabus

Within 30 days of completion of the course, the employee should also submit the following documents to the Human Resources:

- (1) Copy of the final grade
- (2) Copy of the receipt for tuition and eligible fees

Failure to provide documentation can result in discontinuation of future tuition reimbursement.

Revision History:

Revision	Date	Description of changes	Requested By
0	5/2/14	Initial Release	
1	4/15/15	Responsibilities and eligibility sections are updated; categories are defined; reimbursement limits are revised; the scope is extended to cover all employees.	David Yilmaz
<u>2</u>	<u>2/11/2015</u>	<u>Updated to include costs for additional credentials, timeframe to remain employed with MPS after completion of the program, requirements of one year of employment prior to eligibility to participate in a degree program and availability to receive funds in advance.</u>	<u>Terri Boatman</u>

Appendix A – List of Regional Accrediting Agencies

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges.

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Appendix B – Application for Academic Program Approval

Employee Information:

Name: _____ Email: _____

Date of Hire: _____ Scheduled Hrs/Wk: _____

Job Title: _____ Supervisor: _____

Description of job duties:

Academic Program Information:

School: _____ Location: _____

Work schedule (hrs/wk) while attending school: _____ Anticipated Completion/Graduation Date: _____

Educational Goal: ___ AA ___ BA ___ BS ___ Additional Training: _____

___ MA ___ MS ___ MBA ___ PhD ___ EdD ___ Other: _____

Field of Study/Major: _____ Job Related: ___ No ___ Yes

___ Certificate: _____ Accrediting Organization: _____

Is this certificate recognized in the industry? ___ No ___ Yes Job Related: ___ No ___ Yes

Will you receive any grants, scholarships or benefits to support your tuition? ___ No ___ Yes

If yes, please provide documentation.

Applicant's Signature: _____ Date: _____

Supervisor's Concurrence:

This employee meets the eligibility requirements, as stated in the Tuition Reimbursement Policy, for participation in the Tuition Reimbursement Plan (see category below) and is recommended for enrollment.

Category: Category 1 Category 2 Category 3 Category 4

Supervisor's Signature: _____ Date: _____

HR Approval:

Signature: _____ Date: _____ Annual Maximum: \$ _____

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Appendix C – Request for Tuition Reimbursement

Academic Program Approval Form must be approved before instruction begins. After registering for class(es), complete and submit this form along with a copy of the course syllabus, to the Human Resources. Within 30 days of course completion, submit the following to the Human Resources:

- Official course grade (3.0 or B, or better)
- Itemized receipt of fees paid, listing course name, units, and tuition per unit

At that time, this request will be processed for payment.

Employee Information:

Name: _____ Email: _____
 Job Title: _____ Supervisor: _____

Course Information:

School: _____ Location: _____
 Session Starting Date: _____ Ending date: _____

<i>Course No.</i>	<i>Course Title</i>	<i>Units</i>	<i>Grade</i>	<i>Tuition</i>

Total Tuition (this session) \$ _____ Other Reimbursable Fees \$ _____
 Total Amount Requested \$ _____

The information above is correct, and I further certify that I will not receive duplicate or comparable fees for this tuition from any grant, scholarship, or benefit.

Employee Signature: _____ Date: _____

Supervisor's Concurrence:

This employee remains eligible for participation in the Tuition Reimbursement Plan. See category below.

Category: Category 1 Category 2 Category 3 Category 4

Supervisor's Signature: _____ Date: _____

HR Approval:

Signature: _____ Date: _____ Amount to Pay: \$ _____



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II F
Date:	February 11, 2016
To:	Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Terri Boatman, Director of Human Resources
RE:	Approval of Changes to the Employment Contracts

Proposed Board Recommendation

I move that the Board approve the changes to the employment contracts:

- Move from At-Will Agreements to Fixed Term Agreements with 1, 3, or 5 year provisions.

Background

Magnolia Public Schools currently uses At-Will Agreements to retain staff. The At-Will agreements give both MPS and the employee the opportunity to cancel the agreement at any time. Furthermore, the current MPS process is to not extend the At-Will agreements until April or May.

Feedback from teachers and staff on the At-Will Agreements and current process are as follows:

1. Staff does not feel comfortable in their futures with MPS.
2. They aren't notified until the last minute if they are able to return, by then, people have already started looking at other positions.
3. There is no accountability for staff to return and they resign without giving us the opportunity to backfill.

The belief is that At-Will agreements give the organization the ability to make employment decisions without the need to produce reasons for the separation. This is not the case, as we still have to show sufficient cause as to why we aren't renewing agreements or why we are separating someone from Magnolia.

The recommendation is to move from At-Will Agreements to Fixed Term Agreements. The move will give us the following advantages:

1. It will give our current workforce the guarantee that they will continue to have a position with MPS provided they continue to perform at a high standard. Fixed term agreements will be issued for five (5), three (3), or one (1) year terms which will help us preserve our high performing employees. This will aid in retention.



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

2. It will give us the opportunity to hold employees accountable to their commitments to MPS. If employees resign without proper notice, we can notify the CTC and have that reported on their credential. Furthermore, we could ask employees to remain with MPS until a backfill has been identified. This will reduce our need to have substitute teachers in the classroom.
3. It will require us to be more focused on performance as we will need to have sufficient reason to cancel contracts. As such, we can actually have more discussions about performance and documentation.

Instead of extending contracts in April/May, it is our goal to extend contracts in early March. All contracts will be extended contingent upon successful completion of the school year. If an employee fails to perform for the remainder of the 2nd semester, their contract will be voided. We will ask employees to commit, and with the understanding that they can rescind their acceptance of the contract by May 1, 2016. Any resignations which occur after May 1, 2016, will result in our contacting the CTC.

In order to prevent liability associated with terminations, HR will work with the Academics Team and Principals to set goals and establish performance metrics. In addition, HR will make sure that Principals are trained on documentation, addressing discipline issues, and building a case to support termination.

Terminations will need to be approved by the Regional Director, and HR Director to make sure that the appropriate steps have been taken to separate the employee.

Budget Implications

If we are eliminating a fixed term agreement for any reason other than for cause, we may be required to pay a portion of the contract. However, the financial costs will be offset by the following:

- Reduction of substitute usage in classrooms if an employee chooses to resign.
- Reduction in contract elimination costs by offering a transfer to a school in a role with similar compensation in the event of a position is eliminated.
- Reduction in legal costs and settlements by building cases for terminations versus using At-Will agreements as our reason for separating.
- Reduction in hiring costs as we are proactively retaining our workforce.

Name of Staff Originator:

Terri F. Boatman, Director of Human Resource

Attachments

Sample Fixed Term Agreements

FIXED TERM EMPLOYMENT AGREEMENT
Between
MAGNOLIA PUBLIC SCHOOLS & [INSERT EMPLOYEE NAME]

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Board of Directors (“Board”) of the Magnolia Education & Research Foundation dba Magnolia Public Schools (“MPS”), a non-profit public benefit corporation that operates public charter schools in the State of California. The Board desires to hire employees who will assist MPS in achieving the goals and meeting the requirements of the School’s charter. The parties recognize that MPS schools are not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting MPS in implementing its purposes, policies, and procedures.

WHEREAS, MPS and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. MPS schools have been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* MPS schools have been duly approved by the granting agency, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, MPS has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, MPS is considered a separate legal entity from the agency that granted the charter. The granting agency shall not be liable for any debts and obligations of MPS, and the employee signing below expressly recognizes that he/she is being employed by MPS and not the granting agency.
3. Pursuant to Education Code section 47610, MPS schools must comply with all of the provisions set forth in its charter, but are otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. MPS shall be deemed the exclusive public school employer of the employees at MPS for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

The Employee shall work in the position of [INSERT]. Employee will perform such duties as MPS may reasonably assign and Employee will abide by all School policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of the School’s charter.

A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of MPS.

2. **Term and Work Schedule**

Subject to Section C, "Termination of Agreement" herein, MPS hereby employs Employee for a term of [FILL IN] years commencing on [INSERT DATE] and ending [INSERT DATE]. Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached and incorporated by reference herein.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with MPS.

3. **Compensation**

Employee will receive a base salary of \$[INSERT] paid [monthly, bi-weekly, weekly] from which the Board shall withhold all statutory and other authorized deductions. The Employee's compensation may be prorated depending on whether the Employee remains employed, or in active work status, for the entire year. As an exempt employee, Employee shall not be eligible to earn overtime.

Comment [PC1]: If there are any employees whose compensation is hourly rather than annual salary, please replace the paragraph below with the following:

"The hourly pay for this position is \$[INSERT AMOUNT] per hour. The Employee shall be paid [monthly/biweekly/weekly] from which the Board shall withhold all statutory and other authorized deductions."

4. **Employee Benefits**

Employee shall be entitled to participate in designated employee benefit programs and plans established by MPS (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by MPS in its sole discretion.

Comment [PC2]: Please take this sentence out if the employee is a non-exempt employee.

5. **Performance Evaluation**

Employee shall receive periodic performance reviews conducted by his/her supervisor. At a minimum, performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Failure to evaluate Employee shall not prevent MPS from disciplining or releasing Employee in accordance with this Agreement.

6. **Employee Rights**

Employment rights and benefits for employment at MPS shall only be as specified in this Employment Agreement, MPS School's charter, the Charter Schools Act and MPS's Employee Handbook, which from time to time may be amended and modified by MPS. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with MPS.

7. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **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.

By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that he/she was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service.

10. **Conflicts of Interest**

Employee understands that, while employed at the School, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with MPS.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Executive Director, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. MPS shall in no way be responsible for any expenses attendant to the performance of such outside activities.

C. **TERMINATION OF AGREEMENT**

This Agreement may be terminated by any of the following:

- a. **Termination For Cause:** Employee may be terminated by the Board at any time for cause. In addition, Employee may be disciplined (e.g. reprimand, suspension without pay) for cause during the term of this Agreement. "Cause" shall include,

but is not limited to, breach of this Agreement, any ground enumerated in the Personnel Policies, or Employee's failure to perform his/her duties as set forth in this Agreement, as defined by law, or as specified in the above-mentioned and incorporated by reference job specification.

The Board shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon Employee. Employee shall have the right to a representative of his/her choice at a conference with the Board. Such conference shall be Employee's exclusive right to any hearing otherwise required by law. Any decision regarding termination shall be final.

- b. **Early Termination without Cause:** The Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the Board's right to terminate this Agreement without cause, the Board shall pay to Employee the remainder of his/her salary (based upon any remaining calendared work days) for the term of this Agreement or for a period of one (1) calendar month following the effective date of termination, whichever is less.
- c. **Revocation/Nonrenewal of Charter:** In the event that the School's charter with the granting agency is either revoked or nonrenewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Sections (a) or (b) above.
- d. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

Comment [PC3]: MPS may decide what amount it wants to offer as severance for early termination. However, we recommend one (1) month as a maximum amount.

D. NON-RENEWAL/EXPIRATION OF TERM. The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

E. GENERAL PROVISIONS

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with MPS on the terms specified herein.
2. All information I have provided to MPS related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between MPS and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Address: _____

Telephone: _____

MPS Approval:

Date: _____

[NAME], [TITLE]
Magnolia Public Schools

*This Employment Agreement is subject to ratification
and approval by the Governing Board of MPS.*



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	I.I.G.
Date:	02.11.2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization

Proposed Board Recommendation

I move that the committee approve attached Certification of Signatures Form for Charter School Funds Distribution Authorization.

Background

In accordance with Education Codes 35143, 42632, and 42633, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts.

Budget Implications:

None.

Name of Staff Originator:

Oswaldo Diaz
Chief Financial Officer

Magnolia Science Academy

SCHOOL DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: February 11, 2016 to June 30, 2017

In accordance with governing board approval dated February 11, 20 16.

Signature _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
Umit Yapanel, Ph.D.
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Saken Sherkhanov
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Noel Russell-Unterburger
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Nguyen Huynh
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Mustafa Kaynak, Ph.D.
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Remzi Oten, Ph.D.
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Diane R. Gonzalez
Member of the Board of Trustees/Education

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
Caprice Young, Ed.D.
TITLE CEO & Superintendent
SIGNATURE
TYPED NAME
Oswaldo Diaz
TITLE Chief Financial Officer
SIGNATURE
TYPED NAME
Kelly Hourigan
TITLE Chief Operations Officer
SIGNATURE
TYPED NAME
Terri Boatman
TITLE Human Resources
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

Magnolia Science Academy
SCHOOL DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

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If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: February 11, 2016 to June 30, 2017

In accordance with governing board approval dated February 11, 20 16.

Signature _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Ali Korkmaz, Ph.D.
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Serdar Orazov
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
TITLE
SIGNATURE
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TITLE

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
One Signature	One Signature
NOTICES OF EMPLOYMENT	CONTRACTS
One Signature	One Signature



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II H
Date:	February 11, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Frank Gonzalez, Chief Growth Officer
RE:	Home Office Move

Proposed Board Recommendation

I move that the board approve the move of the home office to downtown Los Angeles and authorize Dr. Caprice Young to execute the lease agreement.

Lease Details

The initial lease term is for seven (7) years with a five (5) year extension option. The lease rate is less than Magnolia is paying for its current space. Office amenities will include offices, multiple meeting spaces, a large room for board meetings and trainings, fully integrated technology, and sufficient offices for current home office staff and shared offices for visiting staff and interns.

Background

Over the course of the last six (6) months, Magnolia Public Schools has been searching for a new location for its home office. The search committee included a cross section of staff that visited many potential sites. Last fall, the possibility of co-locating the home office with MSA 1 after the purchase of the adjacent building was considered; however, it was not habitable in its current condition (required HVAC replacement) and having the home office staff on site would delay the build out of the MSA 1 expansion. In addition, the location was deemed too far for Orange County staff to travel on a regular basis.

To aid in the decision-making, the committee did a staff survey which included questions regarding qualities of the new office and preferences for location. The survey included principals as well as home office staff because they must regularly travel to the home office for meetings and other work duties. It included 30 total respondents.

Staff determined that the following qualities are desirable in a new home office:

- Close to a majority of MPS schools in order to increase efficiency in the delivery of support services to schools.
- Improved Internet and Wi-Fi connectivity.
- Within walking distance of public transportation.

- Located in a safe area.
- Various diverse places to eat.
- Near non-profit organizations, foundations, businesses and other partners.
- Close to charter school authorizers and city government offices.

As you can see below, the location most often identified as the most convenient first or second choice is downtown Los Angeles. Downtown is also considered to be the best fit for the organization.

1 - On a scale of 1-5, which site is the most convenient for you to commute to Magnolia head office?					
	Anaheim	Burbank	Carson	Downtown	Norwalk
# 1 option	7	11	4	7	5
# 1 & 2 Option	11	14	9	15	9
# 4 & 5 Option	14	13	5	10	13

2 - On a scale of 1-5, which site do you feel would be the best fit for the entire organization?				
Anaheim	Burbank	Carson	Downtown	Norwalk
5	6	6	12	6
6	14	13	17	9
15	9	8	6	11

However, no matter where the new office is located, a significant number of staff will need to drive for a long amount of time because our team lives from Northern Los Angeles County to Southern Orange County.

3 - Please indicate how long it will take you to travel from your home to each site by checking in the corresponding cells					
	Anaheim	Norwalk	Carson	Downtown	Burbank
10-30 min	8	5	4	4	7
30 min-1 hr	7	11	10	7	7
1 hr-1:30 min	4	6	10	8	2
1:30-2+ hrs	11	7	5	10	13

Therefore, it was determined that the best plan would be to pick a section of downtown close to public transportation so people coming from the San Fernando Valley, Northern

Los Angeles County and Southern Orange County wouldn't have to fight traffic for more than an hour each way. We will further offset this by implementing some job-appropriate telecommuting practices and stipends to partially offset the cost of parking or public transportation. In addition, we will continue to have our satellite office at MSA 1 and add one at MSA Santa Ana

New Site

Magnolia Public Schools has selected a building in downtown Los Angeles as the new home office. The 15-story building is located at 250 E. First Street, at the corner of First and San Pedro Streets, in the Civic Center & Little Tokyo neighborhoods. Magnolia Public Schools will be occupying the top floor.

Building Description

Magnolia will occupy the fifteenth (top) floor of the building, which will be built to suit at no cost to the organization. The owner of the building will cause tenant improvements to be built per the attached floor plan layout at a cost not to exceed \$345,463.00.

Upon execution of the lease, the building owners will commence improvement of the space. The projected move in date is May 1, 2016.

The building currently houses a bank, a restaurant, other businesses and the California Charter Schools Association.

Transportation

Staff commuting on public transportation will be able reach the home office easily.

Union Station, a regional transportation hub, is 5 minutes to the north of the office with connections to the San Fernando Valley, Ventura, Orange and San Diego Counties via the Metrolink or Amtrak train systems.

At Union Station, staff can take the Metro Gold Line one stop to the Little Tokyo station, with an enjoyable and pleasant stroll on 1st Street leading to the entrance of the building.

Satellite Offices

In order to accommodate the growing MPS network, two satellite offices will be established where staff could work. The San Fernando Valley satellite office will be housed at MSA 1 in Reseda, while the Orange County office will be at the new school facility in MSA Santa Ana.

Location and Partnerships

The new home office will enable Magnolia to have a more prominent role in civic affairs and education reform initiatives. The following key partners will be located nearby:

- City and County of Los Angeles
- Los Angeles Kings
- Foundations

- Los Angeles Chamber of Commerce
- California Charter Schools Association
- Charter Management Organization
- LAUSD

Budget Implications

The lease is a Full Service Gross Lease that is inclusive of a pro-rata share for janitorial, operational and building tax expenses. The lease rate is competitive with the downtown Los Angeles office building market.

The lease rate in the new building is lower than the existing lease rate at the current Magnolia home office.

<u>Period</u>	<u>Projected Current</u>	<u>Actual Future Site</u>	<u>Annual Difference</u>
Year 1	\$192,000.00	\$156,000.00	(\$36,000.00)
Year 2	\$201,600.00	\$160,800.00	(\$40,800.00)
Year 3	\$211,680.00	\$166,200.00	(\$45,480.00)
Year 4	\$222,264.00	\$171,600.00	(\$50,664.00)
Year 5	\$233,377.20	\$177,600.00	(\$55,777.20)
Year 6	\$245,046.06	\$183,600.00	(\$61,446.06)
Year 7	\$257,298.36	\$189,600.00	(\$67,698.36)

At this rate, we can afford an allowance of \$30,000 annually for transportation and parking offsets for staff and school community visitors and not exceed our budget. Budget implications were reviewed and approved by Magnolia CFO, Mr. Oswaldo Diaz.

Name of Staff Originator:

Frank Gonzalez, Chief Growth Officer

Attachments

Lease

Map

KAJIMA BUILDING

LEASE

BETWEEN

KAJIMA DEVELOPMENT CORPORATION,

LANDLORD

AND

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION,

TENANT

TABLE OF CONTENTS

Article		Page
1	Basic Lease Terms	1
2	Demise of Premises and Term	2
3	Rent	4
4	Tenant's Share of Increases in Operating Costs and Real Estate Taxes	5
5	Reimbursement of Additional Taxes	11
6	Use of Premises	12
7	Construction, Alteration and Repair of Premises	13
8	Assignment and Subletting	15
9	Mortgages and Attornment	17
10	Parking	18
11	Utilities and Services	18
12	Waiver, Indemnification and Insurance	21
13	Damage and Destruction	23
14	Condemnation	24
15	Tenant's Default and Landlord's Remedies	25
16	Estoppel Certificates	28
17	Surrender of Premises; Holding Over	29
18	Miscellaneous	29
19	Quiet Enjoyment	34
20	Relocation	34

LEASE

This Lease is dated as of _____, 2016, by and between Kajima Development Corporation, a Delaware corporation, as landlord (“Landlord”), and Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation, as tenant (“Tenant”).

In consideration of Landlord’s demise of the Premises (as defined below) to Tenant, and of the covenants and conditions set forth below, Landlord and Tenant agree as follows:

ARTICLE 1 BASIC LEASE TERMS

The following terms shall have the definitions set forth below whenever capitalized in this Lease:

“*Building*” – the office building located on that certain site (the “Land”) commonly known as 250 E. First Street, Los Angeles, California.

“*Premises*” – the area or areas on the 15th floor (Suite 1500) of the Building, which are substantially as shown on Exhibit A hereto.

“*Fixed Rent*” – To be adjusted in accordance with Article 5 of this Lease.

Month 1 -	Free	
Year 1 -	\$13,000.00/month	\$156,000.00/year
Year 2 -	\$13,400.00/month	\$160,800.00/year
Year 3 -	\$13,850.00/month	\$166,200.00/year
Year 4 -	\$14,300.00/month	\$171,600.00/year
Year 5 -	\$14,800.00/month	\$177,600.00/year
Year 6 -	\$15,300.00/month	\$183,600.00/year
Year 7 -	\$15,800.00/month	\$189,600.00/year

“*Term Expiration Date*” – the last day of the calendar month in which the 7th anniversary of the Term Commencement Date, plus one month (as defined in Article 2 hereof) occurs.

“*Tenant’s Area*” – 5,653 rentable square feet.

“*Base Year*” – the calendar year 2016.

“*Security Deposit*” – the sum of \$16,000.00 deposited with Landlord upon the execution and delivery of this Lease for the purposes set forth in Section 18.1 hereof.

(Number of) *“Parking Spaces”* – Tenant shall have the right but not the obligation to lease six (6) parking spaces at the Kajima Building Parking Facilities on a non-reserved basis at the then current rate.

“Landlord’s Broker” – Advance Investments Group, Inc.

“Tenant’s Broker” - None

ARTICLE 2 DEMISE OF PREMISES AND TERM

2.1 *Lease of Premises.* Subject to each of the terms and conditions set forth herein, Landlord hereby leases to Tenant, and Tenant leases from Landlord, the Premises.

2.2 *Term.* The term of this Lease shall commence on the Term Commencement Date (as defined below) and, unless sooner terminated as provided herein, shall end on the Term Expiration Date. Promptly after the occurrence of the Term Commencement Date, Landlord and Tenant shall execute and deliver an amendment to this Lease (in recordable form) which sets forth the Term Commencement Date and the Term Expiration Date.

2.3 *Determination of Term Commencement Date.*

(a) The “Term Commencement Date” shall be the later of:

(i) the date on which the Tenant Improvements (which is defined in the Lease Addendum), is completed, except for details of construction, decoration and mechanical adjustments not material to Tenant’s use of the Premises and any portion of the Tenant Improvements not completed as a result of Tenant Delay (as defined below); or

(ii) April 1, 2016.

(b) “Tenant Delay” means any delay in the completion of the Tenant Improvements due to any act or omission of Tenant, its agents or contractors (including, without limitation, (i) delay in the submission of Tenant’s plans, (ii) delay in the submission of any information or the giving of any approval or authorization, (iii) delay due to any change in Tenant’s plans or the Tenant Improvements requested by Tenant or (iv) delay due to the postponement of any Tenant Improvements at Tenant’s request except to the extent such delay is the result of Landlord Delay (as defined below) or Excusable Delay (as defined below).

(c) “Landlord Delay” means any actual delay in the construction of the Tenant Improvements or the ability of Tenant to commence using the Premises for the

normal conduct of its business which is due to: (i) delay in the giving of any required notice, authorization, approval or disapproval by Landlord, including, without limitation, the approval or disapproval of Tenant's plans beyond the time within which Landlord is required to give any such notice, authorization, approval or disapproval or, if no such specified time exists, beyond a reasonable time; (ii) the negligence of Landlord, its agents or contractors, in connection with the performance of the Base Building Work or the Tenant Improvements, including any such act or failure of Landlord or an agent or contractor of Landlord while acting, by Landlord's requirement, as an agent or contractor for Tenant; (iii) the unreasonable interference of Landlord, its agents or contractors with the performance of the Tenant Improvements or the failure or refusal of any such person to permit Tenant, its agents or contractors, reasonable access to the Building or any Building facilities or services (including, without limitation, the freight elevator(s) serving the Premises) required for performance of the Tenant Improvements; or (iv) any breach by Landlord of its obligations under the terms of this Lease.

(d) "Excusable Delay" means actual delay in the completion of the Tenant Improvements or the ability of Tenant to commence using the Premises for the normal conduct of its business which is due to circumstances beyond Tenant's power to control or avoid, including, without limitation: (i) delay due to a strike, lockout or other labor or industrial disturbance, unless confined to Tenant. Tenant's contractor or one of Tenant's subcontractors and not part of a more widespread dispute or disturbance, (ii) delay due to future order of any government, court or regulatory body claiming jurisdiction over the Premises, (iii) delay due to act of public enemy, war, civil disturbance, riot, sabotage, blockade or embargo, (iv) delay due to inability to secure customary materials, supplies or labor through ordinary sources by reason of the future order of any government, court or regulatory body, (v) delay due to lightning, earthquake, hurricane, tornado, flood, washout or unusually severe weather conditions; or (vi) delay due to fire, explosion or similar casualty beyond the reasonable control of Tenant or any of Tenant's contractors, subcontractors or other agents.

(e) A "Landlord Delay" or "Excusable Delay" shall be deemed to begin on the later of (1) the first day of actual delay in performance of the Tenant Improvements or the ability of Tenant to commence using the Premises for the normal conduct of its business resulting therefrom or (2) the third business day preceding the date upon which Tenant gives Landlord written notice of the cause of such delay specifying in reasonable detail the nature and effect thereof.

2.4 *Limitation on Landlord's Liability for Failure to Deliver Premises.*

Notwithstanding anything to the contrary in this Lease, Landlord shall not be liable to Tenant as a result of Landlord's failure to deliver the Premises to Tenant by any specific date; provided, however, that in no event shall Tenant be

obligated to pay any Rent (as defined in Section 3.3) until the Term Commencement Date occurs and Landlord has tendered the Premises to Tenant (unless the failure to so tender the Premises is due to Tenant Delay).

ARTICLE 3 RENT

- 3.1 *Fixed Rent.* Tenant shall pay the Fixed Rent to Landlord in twelve equal monthly installments in advance on or before the first day of each calendar month during the term hereof. If the Term Commencement Date is not the first day of a calendar month, the Fixed Rent for the first calendar month shall be prorated on the basis of the number of actual days in such partial calendar month, and shall be payable on or before the Term Commencement Date.
- 3.2 *Adjustments to Fixed Rent. Intentionally Deleted*
- 3.3 *Additional Rent; Rent Reserved.* In addition to the Fixed Rent, Tenant shall pay such additional sums as may be due to Landlord under the terms of this Lease, including, without limitation, (a) any late charge or interest due under Section 3.5 below, (b) Tenant's share of any increases in Operating Costs (as defined below) and Real Property Taxes (as defined below) pursuant to Article 4 hereof, (c) any additional taxes payable by Tenant pursuant to Article 5 hereof, and (d) Landlord's charges for the provision of additional utilities or services pursuant to Article 11 hereof. The Fixed Rent and all such additional sums shall hereinafter be collectively referred to as the "Rent" and shall be deemed rent reserved for the Premises and this Lease, so that, in addition to the rights and remedies provided by this Lease, Landlord shall have all other remedies provided by law for collection of the Rent.
- 3.4 *Manner of Payment.* The Rent shall be payable to Landlord in lawful money of the United States of America at the address specified in Section 18.8 hereof. Tenant shall pay the Rent without demand therefor and without any abatement, setoff or deduction whatsoever.
- 3.5 *Late Payment Charges and Interest.*
- (a) Landlord and Tenant acknowledge that Tenant's failure to make any payment of Rent on the date such payment is due and payable pursuant to the Terms of this Lease (a "Late Payment") will cause Landlord to incur additional expenses (above and beyond the loss of use of funds) not contemplated by this Lease. Consequently, Landlord shall have the right to demand, and, upon such demand, Tenant shall pay to Landlord as a late charge an amount equal to three percent (3%) of the amount of any Late Payment. Landlord and Tenant acknowledge that the amount of the additional expenses incurred by Landlord will be difficult to ascertain and that the late charge provided by this Section represents the parties' reasonable estimate of such expenses.

- (b) In addition to the amounts provided for by subsection (a) above, any Late Payment shall, at Landlord's option, bear interest at the maximum rate permitted by law from and after the due date for such Payment until the date on which Tenant actually makes such Payment.
- (c) The assessment or payment of late charges or interest pursuant to this Section 3.5 shall not constitute a waiver by Landlord of any Event of Default occurring as a result of a Late Payment. The failure by Landlord to assess late charges or interest with respect to any one Late Payment shall not constitute a waiver of Landlord's right to assess late charges or interest with respect to any other Late Payment.

ARTICLE 4
TENANT'S SHARE OF INCREASES IN OPERATING
COSTS AND REAL ESTATE TAXES

4.1 *Certain Definitions.* As used in this Lease:

- (a) "Escalation Statement" means a statement by Landlord, setting forth the amount payable by Tenant or Landlord, as the case may be, for a specified calendar year pursuant to this Article 4.
- (b) "Operating Costs", for each calendar year, means all costs, charges and expenses payable by Landlord (less any rebates, reimbursements, refunds or credits received on account of such costs, charges and expenses) which are attributable to the operation, maintenance and repair of the Building, as determined in accordance with generally accepted accounting principles, consistently applied, including, without limitation, the following:
 - (1) Compensation provided in the form of wages, salaries and other payments and benefits (including payments for welfare, retirement, vacation and holidays, other paid absences and other fringe benefits), as well as any adjustments thereto, for employees, independent contractors or agents of Landlord performing services in connection with the operation, maintenance and repair of the Building including, without limitation, (i) the on-premises manager, assistant manager(s) and clerical staff; (ii) window cleaners, miscellaneous handymen, janitors, cleaning personnel and porters engaged in the cleaning, repairing and maintaining of the Building, its equipment and fixtures; and (iii) engineers, firemen, mechanics, electricians, plumbers and persons engaged in the operation, maintenance and repair of the heating, air conditioning, ventilating, plumbing, electrical, elevator and other systems in the Building; but excluding compensation of Landlord's executives other than the on-premises manager.

- (2) Uniforms of the employees described in clause (1) above and the cleaning and pressing thereof.
- (3) Repairs to and physical maintenance of the Building, including, without limitation, mechanical equipment and appurtenances thereto, and the cost of any materials, tools, supplies and equipment used in connection therewith which, in accordance with generally accepted accounting principles, would not be capitalized.
- (4) Premises and other charges incurred by Landlord with respect to any of the following insurance which Landlord may carry on the Building: (i) fire and extended coverage "all risk of physical loss" insurance, including coverage for losses caused by earthquake, flood, windstorm, hail and explosion; (ii) riot attending a strike, civil commotion, aircraft, vehicle and smoke insurance; (iii) comprehensive general liability insurance; (iv) elevator insurance; (v) worker's compensation and employer's liability insurance for the employees specified in clause (1) above; (vi) boiler and machinery insurance; (vii) sprinkler leakage, water damage, legal liability, burglary, fidelity and pilferage insurance on equipment and materials; (viii) business interruption (including rental value) insurance; and (ix) such other insurance as is customarily carried by operators of other first-class office buildings in the County of Los Angeles.
- (5) Costs incurred for electricity, chilled water, water for heating, gas, fuel, water or other utilities required in connection with the operation, maintenance and repair of the Building.
- (6) Costs incurred for all outside maintenance contracts necessary or proper for the operation and maintenance of the Building (including, without limitation, janitorial and window cleaning, rubbish removal, exterminating, water treatment, and maintenance of elevator, electrical, plumbing and mechanical equipment) and the cost of materials, tools, supplies and equipment ordinarily used in connection therewith.
- (7) Water charges and sewer rents.
- (8) Payroll taxes, federal, state and local unemployment taxes, and social security taxes payable with respect to the employees specified in clause (1) above.
- (9) Sales, use and excise taxes on goods and services purchased by Landlord for the operation, maintenance and repair of the Building.
- (10) License, permit and inspection fees required in connection with the operation of the Building.

- (11) Auditors' fees for public accounting provided for the operation and maintenance of the Building.
- (12) Legal fees, costs and disbursements incurred in connection with the operation, maintenance and repair of the Building (other than in connection with real estate tax proceedings).
- (13) Fees for management services, whether provided by an independent management company, by Landlord or by any affiliate of Landlord.
- (14) The costs of maintaining the sidewalks and landscaping adjacent to the Building.
- (15) The annual cost, including any financing costs, of any capital improvement installed or paid for by Landlord after completion of the Building and required by any change in laws, rules, regulations or requirements of any governmental or quasi-governmental authority having jurisdiction over the Building or of the Board of Fire Underwriters or similar insurance body (other than changes requested by Landlord or attributable to the activities of Landlord on any property other than the Land), amortized over the useful life of such capital improvement, unless such improvement is attributable to the activities of, or made primarily for the benefit of, a particular tenant.
- (16) Any expense or cost resulting from a substitution of work, labor, material or services in lieu of any of the foregoing items, or for any additional work, labor, services or material resulting from compliance with any laws, rules, regulations or orders applicable to the Building or any part thereof, which shall, at the time of such substitution or additional work, be considered operating expenses in accordance with generally accepted accounting principles, consistently applied.
- (17) The annual cost, including any financing costs, of any equipment, device or capital improvement installed after completion of the Building as a labor-saving or energy-saving measure or to effect other economies in the operation or maintenance of the Building, amortized over the useful life thereof (provided that the annual economies anticipated to be realized therefrom are reasonably related to the annual amortized amount and do not redound primarily to the benefit of any particular tenant).
- (18) The annual cost, including any financing costs, of (i) exterior window draperies provided by Landlord, (ii) carpeting in the public areas of the Building, and (iii) other furnishings in public areas, which, as a result of normal use, require periodic replacement, amortized over the useful life thereof.

- (19) Annual depreciation or amortization of the cost of materials, tools, supplies and vendor-type equipment purchased by Landlord to enable Landlord to supply services for which Landlord might otherwise contract with a third party, where such depreciation and amortization would otherwise have been included in the charge for such third party's services, as determined in accordance with generally accepted accounting principles, consistently applied.

If any service (including janitorial service) furnished by Landlord to the Premises is not provided by Landlord in another portion of the Building rented to or available for renting to a tenant, the amount included in Operating Costs for the cost of such service shall be the product obtained by multiplying the actual cost thereof by a fraction the numerator of which is the total number of square feet in the Rentable Area (as defined in Section 18.4 below) of the Building and the denominator of which is the total number of square feet in the Rentable Area of the portions of the Building (including the Premises) to which such service is provided and which are rented or available for renting to tenants.

The following expenses shall not be included in Operating Costs:

- (A) The cost of repairs or other work undertaken by Landlord as a result of damage due to occasioned by fire, windstorm or other casualty to the extent Landlord is reimbursed by insurance.
- (B) Leasing commissions, attorneys' fees and other costs and expenses incurred in connection with negotiations or disputes with present or prospective tenants or other occupants of the Building.
- (C) Costs (including permit, license and inspection costs) incurred in renovating or otherwise improving or decorating, painting or redecorating space for tenants or other occupants or vacant space.
- (D) Landlord's cost of utilities and other services provided to Tenant, and/or to other tenants for which Landlord is otherwise entitled to direct reimbursement from Tenant or such other tenants.
- (E) Depreciation and amortization, except as provided in subsections (b)(15), (17), (18) and (19) above.
- (F) Except as provided in subsections (b)(15), (17), (18) and (19) above, costs of a capital nature, including without limitation, capital improvements, capital repairs, capital equipment and capital tools, all as determined in accordance with generally accepted accounting principles, consistently applied.

- (G) Expenses in connection with services or other benefits which are not made available to Tenant but which are provided to other tenants or occupants of the Building.
 - (H) Costs incurred due to the violation by Landlord or any tenant of the terms and conditions of any lease of space in the Building.
 - (I) The cost of services provided by Landlord or subsidiaries or affiliates of Landlord to the extent the same exceeds the costs of such services rendered by unaffiliated third parties on a competitive basis.
 - (J) Except as provided in subsections (b)(15), (17) and (18) above, interest on debt or amortization payments on any mortgage or mortgages.
 - (K) Landlord's general corporate overhead and general administrative expenses.
 - (L) Any compensation paid to clerks, attendants or other persons in commercial concessions operated by Landlord.
 - (M) Rentals and other related expenses incurred in leasing air conditioning systems, elevators or other equipment ordinarily considered to be of a capital nature, except equipment which is used in providing janitorial or similar services and which is not affixed to the Building.
 - (N) All items and services for which Tenant or any other tenant in the Building reimburses Landlord or which Landlord provides selectively to one or more tenants (other than Tenant) without reimbursement.
 - (O) Advertising and promotional expenditures.
 - (P) Electric power costs for which Tenant directly contracts with the local public service company.
 - (Q) Taxes payable by Tenant pursuant to Article 5 below, or by any other tenant in the Building pursuant to similar lease provisions.
- (c) "Real Estate Taxes" means all general and special real estate taxes, special assessments and other add valorem taxes, rates, levies and assessments (net of any refund) paid upon or with respect to the Building or the Land and all taxes or other charges imposed in lieu of or as a substitute for any such taxes (but excluding that portion of any taxes described in Article 5 for which Tenant or other tenants in the Building are liable) including fees of counsel and experts which are reasonably incurred by Landlord in seeking any reduction in the

assessed valuation of the Building and/or the Land or a judicial review thereof. If any such application or review results in a refund on account of any prior assessment, Landlord shall, after payment or reimbursement of reasonable expenses incurred in connection therewith (whether incurred by Landlord, Tenant or other tenants of the Building), reimburse Tenant its pro rata share of such refund. Notwithstanding the foregoing, the term "Real Estate Taxes" shall under no circumstances include any interest or penalties paid by Landlord as a result of Landlord's non-payment Real Estate Taxes when due and payable, or any net income, franchise or capital gains tax, inheritance tax or estate tax imposed or constituting a lien upon Landlord or all or any part of the Building or the Land.

4.2 *Payment of Real Estate Taxes and Operating Costs.*

- (a) If Tenant's Share of Real Estate Taxes for any calendar year after the Base Year are greater than Tenant's Share of Real Estate Taxes for the Base Year ("Tenant's Base Taxes"), then, within 15 days after Landlord furnishes Tenant with an Escalation Statement relating to such calendar year, Tenant shall pay to Landlord, as additional Rent for the Premises for such calendar year, an amount equal to such excess. Except as provided in Section 4.3(b) below, Landlord shall have no obligation to pay any amount or allow a rent credit to Tenant if Tenant's Base Taxes are greater than Tenant's Share of Real Property Taxes for any calendar year.
- (b) If Tenant's Share of Operating Costs for any calendar year after the Base Year are greater than Tenant's Share of Operating Costs for the Base Year ("Tenant's Base Costs"), then, within 15 days after Landlord furnishes Tenant with an Escalation Statement relating to such calendar year, Tenant shall pay to Landlord, as additional Rent for the Premises for such calendar year, an amount equal to such excess. Except as provided in Section 4.3(b) below, Landlord shall have no obligation to pay any amount or allow a rent credit to Tenant if Tenant's Base Costs are greater than Tenant's Share of Operating Costs for any calendar year.

4.3 *Projections of Real Estate Taxes and Operating Costs.*

- (a) If Landlord reasonably projects that Tenant's Share of Real Estate Taxes will exceed Tenant's Base Taxes and/or that Tenant's Share of Operating Costs will exceed Tenant's Base Costs for any calendar year following the Base Year, then, at any time during such calendar year, Landlord may, at its option, deliver Landlord's projection of such excess to Tenant. Within 15 days after the receipt of such projection, Tenant shall pay to Landlord an amount equal to the product of the projected excesses multiplied by a fraction, the numerator of which shall be the number of months which have elapsed during such calendar year prior to delivery of Landlord's projection (including the calendar month in which the projection is delivered to Tenant) and the

denominator of which shall be 12. Thereafter for the remainder of such calendar year, Tenant shall pay to Landlord one-twelfth (1/12) of such projected excess.

- (b) Within 15 days after delivery of the Escalation Statement to Tenant, Tenant shall pay to Landlord an amount equal to the sum of (i) the excess (if any) of the actual Tenant's Share of Operating Costs in such calendar year over the amounts paid by Tenant as a result of Landlord's projection of Operating Costs for such calendar year and (ii) the excess (if any) of the actual Tenant's Share of Real Estate Taxes in such calendar year over the amounts paid by Tenant as a result of Landlord's projection of Real Estate Taxes for such calendar year. If actual Operating Costs and/or Real Estate Taxes (as the case may be) for any calendar year are less than Landlord's respective projections thereof, Landlord shall allow as a rent credit to Tenant (or if the terms of this Lease has expired, refund to Tenant) an amount equal to the lesser of (x) the difference between the amount paid by Tenant as a result of Landlord's projections of Operating Costs or Real Estate Taxes (as the case may be) during such calendar year and the actual Tenant's Share of Operating Costs or Real Estate Taxes (as the case may be) or (y) the amount of the payments made by Tenant as a result of Landlord's projections of Operating Costs or Real Estate Taxes (as the case may be).

- 4.4 *Prorations.* In the event that (a) the Term Commencement Date shall be a day other than a January 1, (b) the Term Expiration Date shall be a day other than a December 31, (c) this Lease terminates prior to the Term of Expiration Date for any reason other than the occurrence of an Event of Default, (d) any abatement of Fixed Rent occurs pursuant to any provision of this Lease, or (e) Tenant's Area increases or decreases, then in applying the provisions of this Article 4 with respect to any calendar year in which such event occurs, appropriate adjustments shall be made to reflect the result of such event on a basis consistent with the principles underlying the provisions of this Article 4, taking into consideration (x) the portion of such calendar year which shall have elapsed prior to such event, and the Operating Costs and Real Estate Taxes attributable to such portion and to the balance of such calendar year, and (y) in the case of any rent abatement or increase or decrease in Tenant's Area, the duration thereof and the portion of the Premises to which the same relates.

ARTICLE 5 REIMBURSEMENT OF ADDITIONAL TAXES

Tenant shall reimburse Landlord upon demand for any and all taxes payable by Landlord (other than net income taxes) whether or not now customary or within the contemplation of Landlord and Tenant:

- (a) upon, measured by or reasonably attributable to (i) the cost or value of Tenant's equipment, furniture, fixtures and other personal property located in

the Premises (ii) the cost or value of any improvement made in or to the Premises at Tenant's expense, including, without limitation, any changes in the Base Building Work or any Tenant Alterations (as defined below), irrespective of whether title to any of the foregoing shall be in Tenant or Land;

- (b) upon or measured by any Rent payable hereunder, including, without limitation, any gross income tax or excise tax levied by the City of Los Angeles, the County of Los Angeles, the State of California, the Federal Government or any other governmental body with respect to the receipt of such Rent (computed as if such Rent, or Landlord's income from the Building, were the only income of Landlord);
- (c) upon or with respect to the possession, leasing, operating, management, maintenance, alteration, repair, use or occupancy by Tenant of the Premises or any portion thereof; or
- (d) upon this transaction or any document to which Tenant is a party creating or transferring an interest in the Premises.

In the event that it shall not be lawful for Tenant so to reimburse Landlord, the Fixed Rent payable to Landlord under this Lease shall be increased by a sufficient amount so that Landlord receives the same Rent after imposition of any such tax as Landlord would have received had such tax not been imposed.

ARTICLE 6 USE OF PREMISES

- 6.1 *Use of Premises.* The Premises shall be used only for general business office uses which are consistent, in Landlord's judgment, with Building standards and which will not result in visitors to the premises in excess of those occasioned by uses then prevailing in first-class office buildings in the County of Los Angeles.
- 6.2 *Compliance with Laws.* Tenant shall comply with all laws, ordinances, rules, orders or regulations of any governmental authority or of the Board of Fire Underwriters (or similar insurance body) from time to time applicable to the Premises or Tenant's use or occupancy thereof.
- 6.3 *Protection of Landlord's Insurance Coverage.* Tenant shall not violate or permit the violation of any condition imposed by the standard fire or other casualty insurance policy issued for office buildings in the County of Los Angeles or take any action, or cause or permit any condition to exist in or with respect to the Premises, which would increase the fire or other casualty insurance rate on the Building or property therein or would result in insurance companies of good standing refusing to insure the Building or any such property in amounts reasonably determined from time to time by Landlord.

6.4 *Rules and Regulations.* Tenant shall observe and comply with the Rules and Regulations set forth in Exhibit C hereto and such reasonable further or amended Rules and Regulations as Landlord may make for general application to the Building and the Land; provided, however, that (a) Landlord shall not be responsible for violations of such Rules and Regulations by other tenants in the Building, (b) Landlord shall not enforce such Rules and Regulations in a discriminatory manner and (c) in the case of a conflict between such Rules and Regulations and the provisions of this Lease, the provisions of this Lease shall control.

ARTICLE 7 CONSTRUCTION, ALTERATION AND REPAIR OF PREMISES

7.1 *Acceptance of Premises by Tenant.* Tenant's acceptance or use of the Premises (or any portion thereof) for any purpose, including, without limitation, construction of the Tenant Improvements, shall conclusively establish that, at the time of such acceptance or use of the Premises were in satisfactory condition and in conformity with the requirements of this Lease in all respects (except for details of construction, decoration and mechanical adjustments not material to Tenant's use of the Premises) unless Tenant gives notice to Landlord of any defect or deficiency within 90 days after the date on which Tenant so accepts or uses the Premises (or the affected portion thereon).

7.2 *Tenant's Duty to Repair.* Except as provided in Articles 11 and 13 hereof, Tenant shall be obligated to maintain and repair the Premises and to pay the cost of any damage done to the Premises, to the Building, or to the plumbing, HVAC, electrical or other systems of the Building by Tenant, its employees, agents, licensees or invitees. Tenant hereby waives the right to make repairs at the expense of Landlord, or to vacate the Premises in lieu thereof, provided for by California Civil Code Section 1942, or any successor or similar law.

7.3 *Tenant Alterations.* Tenant shall make no alteration, repair, addition or improvement in, to or about the Premises (collectively, "Tenant Alterations"), without the prior written consent of Landlord. Landlord may impose such conditions to such consent as Landlord, in its discretion, may deem necessary or desirable, including, without limitation, (a) the right to approve the plans and specifications for any work, (b) the right to require insurance reasonably satisfactory to Landlord in connection with such work, (c) the right to require security or a bond in an amount of up to 150% of the estimated completion cost of such work, (d) requirements regarding the time or times at which work may be performed and (e) the right to approve the contractor or contractors to perform Tenant Alterations, which approval shall not be unreasonably withheld. Tenant shall pay to Landlord, Landlord's charges for reviewing and inspecting all plans and specifications for Tenant Alterations and all completed Tenant Alterations to assure full compliance with Landlord's requirements. Tenant shall complete all Tenant Alterations in accordance with all applicable rules, regulations and requirements of governmental authorities and insurance carriers. If requested by Landlord, Tenant shall provide Landlord with copies of all contracts,

receipts, paid vouchers, and any other documentation relating to the construction of any Tenant Alterations. Tenant shall promptly pay all costs incurred in connection with all Tenant Alterations and shall not permit the filing of any mechanic's lien or other lien in connection with any Tenant Alterations. If a mechanic's lien or other lien is filed against the Building, Tenant shall discharge or cause to be discharged such lien within 10 days after Tenant receives notice of the filing thereof. Any increase in any tax assessment or charge levied or assessed as a result of any Tenant Alterations shall be payable by Tenant in accordance with Article 5 hereof.

7.4 Ownership of Tenant Improvements and Property. All fixtures, equipment, improvements and installations attached to, or built into the Premises at the commencement of or during the term of this Lease shall be and remain part of the Premises and be deemed the property of Landlord. Notwithstanding the foregoing, any property installed at the sole expense of Tenant ("Tenant's Property"), except for any Tenant's Property comprising a part of the Tenant Improvements, shall be deemed to be the property of Tenant and may be removed prior to the expiration of the term of this Lease, or within ten days after any earlier termination thereof, provided that Tenant shall repair, or shall reimburse Landlord upon demand for the cost of repairing, any damage to the Premises or the Building caused by such removal. Any Tenant's Property, which shall not be so removed, shall be deemed to have been abandoned by Tenant. Notwithstanding the preceding two sentences, Tenant shall remove any of Tenant's Property (and repair or reimburse Landlord for the cost of repairing any resulting damage to the Premises or the Building occasioned by such removal) promptly upon Landlord's request for such removal, if such request is given to Tenant prior to or within 60 days after the expiration or earlier termination of this Lease.

7.5 Landlord's Changes. Landlord reserves the right to make such changes, alterations, additions, improvements, repairs or replacements (collectively, "Landlord's Changes") in or to the Building or any portion thereof (including the Premises) and the fixtures and equipment located therein, or in or to any other improvements located on the Land, and to erect, maintain and use pipes, ducts and conduits in and through the Premises, all as Landlord may reasonably deem necessary or desirable; provided, however, that (a) no Landlord's Change shall result in an unreasonable obstruction of access to the Premises or unreasonable interference with Tenant's use of the Premises, (b) Landlord shall restore the portion of the Premises affected by any Landlord's Change to its condition existing prior to the commencement of the work in connection therewith to the extent reasonably possible in light of the nature of the Landlord's change, and (c) if any Landlord's Change reduces Tenant's Area, the Fixed Rent payable hereunder shall thereafter be appropriately abated. Nothing contained in this Section 7.5 shall be deemed to relieve Tenant of any duty, obligation or liability of Tenant with respect to making any repair, replacement or improvement or complying with any law, order or requirement of any governmental or other authority.

ARTICLE 8
ASSIGNMENT AND SUBLETTING

8.1 *No Transfer of Lease or Premises.* Tenant shall not, without the prior written consent of Landlord: (a) assign, sublet, mortgage, pledge, encumber or otherwise transfer this Lease, the estate granted hereby or any interest hereunder (or permit any of the foregoing, by operation of law or otherwise); or (b) permit or offer the Premises or any part thereof to be used for any purpose by any person other than Tenant (and Tenant's agents or business invitees).

8.2 *Requests for Consent to Assignment.*

- (a) If Tenant desires to assign this Lease, then at least 60 days, but not more than 90 days, prior to the date on which Tenant desires the assignment to be effective (the "Assignment Date") Tenant shall give Landlord a notice (the "Assignment Notice") setting forth the name, address and business of the proposed assignee, information (including references) concerning the nature of the business the proposed assignee proposes to conduct in the Premises, the financial condition and reputation of the proposed assignee, the Assignment Date and the material terms and conditions of the proposed assignment, all in such detail as Landlord shall reasonably require. If Landlord requests additional detail, the Assignment Notice shall not be deemed to have been received until Landlord receives such additional detail. Tenant shall pay to Landlord upon demand all costs (including attorneys' fees) incurred by Landlord in connection with Landlord's review of the Assignment Notice.
- (b) Upon receipt of the Assignment Notice, Landlord shall have the option to (i) consent to the proposed assignment, (ii) reject the proposed assignment on any reasonable grounds or (iii) terminate this Lease and the estate granted hereby, such termination to be effective as of the Assignment Date. If Landlord does not exercise either of the options set forth in (ii) or (iii) above within 60 days after receiving the Assignment Notice, Tenant shall be entitled to enter into an assignment on the terms and conditions set forth herein.

8.3 *Requests for Consent to Sublease.*

- (a) Tenant desires to sublet the Premises or any portion thereof, then at least 60 days, but not more than 90 days, prior to the date when Tenant desires the subletting to be effective (the "Subletting Date"), Tenant shall give Landlord a notice (the "Subletting Notice") which shall set forth the name, address and business of the proposed sublessee, the nature of the business the proposed sublessee proposes to conduct in the Premises, information (including references) concerning the financial condition and reputation of the proposed sublessee, a detailed description of the space (the "Sublet Space") proposed to be sublet (which must be a single self-contained unit), the Subletting Date and the material terms and

- conditions of the proposed subletting, all in such detail as Landlord shall reasonably require. If Landlord requests additional detail, the Subletting Notice shall not be deemed to have been received until Landlord receives such additional detail. Tenant shall pay to Landlord upon demand all costs (including attorneys' fees) incurred by Landlord in connection with Landlord's review of the Subletting Notice.
- (b) Upon receipt of the Subletting Notice, Landlord shall have the option to (i) consent to the proposed subletting, (ii) reject the proposed subletting on any reasonable grounds or (iii) sublease the Sublet Space from Tenant upon the terms and conditions described in subparagraph (c) below. If Landlord does not exercise either of the options set forth in (ii) or (iii) above within 60 days after receiving the Subletting Notice, Tenant shall be entitled to enter into a sublease on the terms and conditions set forth therein.
- (c) If Landlord exercises its option to sublet the Sublet Space, Tenant shall sublet the Sublet Space to Landlord upon the terms and conditions set forth in the Subletting Notice and otherwise on the terms and conditions set forth in this Lease; provided, however, that: (i) the rent payable by Landlord for the Sublet Space shall be the lower of (A) the product of the Fixed Rent and the additional Rent described in Article 4 hereof multiplied by a fraction the numerator of which is the number of square feet of Rentable Area in the Sublet Space and the denominator of which is Tenant's Area, or (B) the fixed rent and other consideration for the Sublet Space set forth in the Subletting Notice; (ii) Landlord shall at all times have the right and option to enter into further subleases of the Sublet Space without obtaining Tenant's consent; (iii) the provisions of Article 7 hereof shall not be applicable to such sublease; (iv) Landlord and its undersubtenants shall have the right to use in common with Tenant all lavatories, corridors and lobbies which are within the Premises and the use of which is reasonably required for the use and enjoyment of the Sublet Space; and (v) Tenant shall have no right of setoff or abatement or other right to assert a default hereunder by reason of any default by Landlord under such sublease.

8.4 *Grounds for Withholding Consent.* Without limiting the grounds upon which Landlord shall be entitled to reasonably withhold its consent to a proposed assignment or subletting, Landlord and Tenant acknowledge that the withholding of Landlord's consent for any one or more of the following reasons shall be conclusively deemed to be reasonable: (a) the proposed assignee or sublessee is a person or entity whose character or business, in Landlord's good faith judgment, are not consistent with the character and standard of the Building or will result in visitors to the Premises or the Sublet Space substantially in excess of those occasioned by uses then prevailing in first-class office buildings in the County of Los Angeles; (b) the proposed assignee or subleasee, in Landlord's good faith judgment, is not financially responsible or capable of meeting the rent payment and other financial obligations under the proposed assignment or sublease; (c) the proposed subletting would result in more than two subleases of portions of the Premises being in effect at any one time

during the term of the Lease; (d) the proposed assignment or sublease contemplates alterations that would substantially lessen the value of the improvements to the Premises which are Landlord's property pursuant to Section 7.5 hereof; (e) the proposed assignment or sublease would result in material increases in the demand upon the Building's utility systems or services provided by Landlord; or (f) Landlord's consent to the proposed assignment or sublease would violate any lease entered into between Landlord and any other tenant in the Building.

8.5 *Landlord's Share of Tenant's Profit.* In the event Tenant enters into an assignment or sublease of all or any portion of the Premises which has been approved by Landlord pursuant to this Article 8, Tenant shall:

- (a) pay Landlord's reasonable attorneys' fees and \$750.00 for Landlord's processing costs incurred in giving such consent; and
- (b) pay to Landlord fifty percent (50%) of any "transfer premium" (as hereinafter defined), which amount shall be considered additional rent hereunder payable each month during the sublease term, in the case of a sublease, and upon assignment of this Lease, in the case of an assignment. In the event of a subletting, "**transfer premium**" shall mean all rent, additional rent or other consideration payable by such subtenant to Tenant or on behalf of Tenant in connection with the subletting in excess of the rent, additional rent and other sums payable by Tenant under this Lease during the term of the sublease on a per square foot basis if less than all of the Premises is subleased, less the reasonable costs actually incurred by Tenant to secure the sublease. In the event of any assignment of this Lease, "**transfer premium**" shall mean any consideration paid by the assignee to Tenant in connection with such assignment which Landlord reasonably determines is allocable to the leasehold value of this Lease, less the reasonable costs actually incurred by Tenant to secure such assignment. If part of the transfer premium shall be payable by the assignee or subtenant other than in cash, then Landlord's share of such non-cash consideration shall be in such form as is reasonably satisfactory to Landlord.

8.6 *Limitations on Effect of Landlord's Consent.* Landlord's consent to any specific proposed assignment or subletting shall not be deemed to be a consent to any other assignment or sublease and shall not release Tenant from any of its obligations under this Lease. Any approved assignee or sublessee of Tenant shall not be entitled to take or permit any of the acts described in Section 8.1 without obtaining Landlord's prior written consent thereto in the manner specified by this Article 8.

ARTICLE 9 MORTGAGES AND ATTORNMENT

9.1 *Subordination.* This Lease and the estate granted hereby is and shall be subject and subordinate to all mortgages and deeds of trust which may now or hereafter affect the

Premises, the Building or the Land, and to all renewals, modifications, consolidations, replacements and extensions thereof. Within ten days of Landlord's written request therefor, Tenant shall execute, acknowledge and deliver any and all documents or instruments requested by Landlord in order to effectuate or ensure the subordination of this Lease and the estate granted hereby to any such mortgage or deed of trust.

9.2 *Attornment by Tenant.* In the event of the foreclosure of any mortgage, or the exercise of the power of sale under any deed of trust, affecting the Premises, Tenant shall attorn to the person acquiring title to the Building as a result of such foreclosure or sale and recognize such person as the Landlord under this Lease so long as such person recognizes Tenant's right to continued occupancy of the Premises pursuant to the terms of this Lease so long as no Event of Default has occurred and is continuing hereunder at the time of such foreclosure or sale or occurs at any time thereafter.

9.3 *Notice to Mortgagee of Landlord's Default.* In the event of any act or omission by Landlord which would give Tenant the right to terminate this Lease, Tenant shall not exercise such right without first giving written notice to the holder of any mortgage, or the beneficiary under any deed of trust, affecting the Premises of which Tenant has knowledge and granting to such holder or beneficiary a reasonable time after receipt of such notice within which to remedy such act or omission.

ARTICLE 10 PARKING

Tenant shall have the right to use, from time to time, the number (if any) of Parking Spaces designated under the "Basic Lease Terms" set forth in Article 1 for the parking of motor vehicles used by Tenant, its officers, employees and business visitors, which Parking Spaces shall be made available in the garage within the Building. The use of each such Parking Space shall be subject to the reasonable Rules and Regulations adopted by Landlord and/or the operator of such garage from time to time for use of such facility and payment of the amounts (if any) then charged all other tenants in the Building for the use of spaces within such facility, consistently applied. Tenant shall not be deemed to have any vested right hereunder in any particular Parking Spaces or in the privilege of parking in any particular Parking Spaces.

ARTICLE 11 UTILITIES AND SERVICES

11.1 *Electricity; Passenger Elevator; Water.* Landlord shall provide reasonable amounts of the following services to the Premises twenty-four hours a day and seven days a week, or during such shorter time as may be prescribed by any applicable regulation or policy adopted for general applicability by any governmental agency or utility:

- (a) alternating electric current in such reasonable amounts (not to exceed a demand load in excess of three watts per square foot of Tenant's Area) as may be

required by Tenant for the operation of lighting fixtures, electrical outlets, electrical equipment and appliances in the Premises;

- (b) Passenger elevator service; and
- (c) warm and cold water for normal use in lavatory facilities, drinking fountains and slop sinks.

11.2 *Freight Elevator, HVAC.* Landlord shall provide the following utilities and services to the Premises during Business Hours (as defined below) or such shorter time as may be prescribed by any applicable regulation or policy adopted for general applicability by any governmental agency or utility:

- (a) freight elevator service;
- (b) heat in the cold season for the warming of the Premises and public portions of the Building;
- (c) ventilation and air conditioning sufficient to provide, within tolerances normal in first-class office buildings in the County of Los Angeles, inside space conditions of 78 degrees Fahrenheit (dry bulb) with outside conditions of 90 degrees Fahrenheit (dry bulb) and 70 degrees Fahrenheit (wet bulb), except to the extent that (i) occupancy of any part of the Premises exceeds an average of more than one person per 100 square feet of Tenant's Area, (ii) there is an electrical demand load in excess of three watts per square foot of Tenant's Area in such part of the Premises or (iii) Tenant changes the use or layout of the Premises in a manner that interferes with the operation of such systems.

"Business Hours" shall be between the hours of 8:00 a.m. and 5:30 p.m. Monday through Friday, except for New Year's Day, President's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day and such other holidays as may become recognized in the County of Los Angeles as days on which commercial offices are generally closed.

11.3 *Cleaning.* Landlord shall (a) wash the interior and exterior of the windows in the perimeter walls of the Building once each calendar year and (b) supply customary cleaning services to the Premises (except for any portion of the Premises used for (i) toilet facilities which are not a part of the Base Building Work, (ii) preparing, dispensing or consuming of food or beverages, (iii) as an exhibition area or for storage, classroom, shipping, mailroom or similar purposes, or (iv) for the operation of computer, data processing reproduction, duplicating or other similar special equipment of Tenant) in accordance with standards and practices from time to time prevailing in first-class office buildings in the County of Los Angeles.

11.4 *Building Directory.* Landlord shall, at the request of Tenant, maintain listings on the general Building directory of the names of Tenant and any other person or entity

occupying the Premises or any part thereof pursuant to the terms of this Lease, provided that the number of names so listed shall not exceed in ratio to the capacity of such Building directory the ratio of Tenant's Area to the total Rentable Area of the Building.

11.5 *Additional Electricity, Water or Gas.* Except as expressly provided below, Tenant shall not, without the prior written consent of Landlord, which may be withheld in Landlord's sole discretion, (a) use any apparatus, device or machine in the Premises which will in any way increase the amount of electric current used in the Premises to a demand load in excess of three watts per square foot of Tenant's Area or increase the amount of gas or water used in the Premises beyond amounts normally needed for general office purposes or (b) connect with electric current (except through existing electrical outlets) or water pipes any apparatus, device or machine for the purpose of using electric current or water. In the event that Tenant requires alternating electric current to the Premises in excess of a demand load of three watts per square foot of Tenant's Area, or requires water or gas for use in the Premises which, in Landlord's reasonable judgment, cannot be furnished unless additional risers, conduits, feeders or other appurtenances are installed in the Building, or require special meters to be installed to measure the use of such electric current, water or gas, Landlord may, and upon request by Tenant shall, install such additional service (provided the installation and use thereof is permitted by applicable laws and insurance regulations and will not cause permanent damage or injury to the Building or the Premises, create a dangerous or hazardous condition or unreasonably interfere with or disturb other tenants in the Building), and Tenant shall pay all charges, costs and expenses incurred by Landlord in connection with such installation and the furnishing of such additional utility service.

11.6 *Additional HVAC, Elevator and Cleaning Services.* Landlord shall, upon reasonable prior notice by Tenant, furnish additional heating, ventilation, air conditioning and/or cleaning or elevator services upon such reasonable charges, terms and conditions as shall be determined by Landlord on a basis consistent with that generally used with respect to other tenants of the Building. Tenant shall also pay Landlord's reasonable charge for (a) any additional cleaning of the Premises required because of the carelessness or neglect of Tenant and (b) the removal of any of Tenant's refuse and rubbish from the Premises, except material placed in trash boxes and receptacles for emptying as an incident to Landlord's normal cleaning of the Premises.

11.7 *Stoppage or Interruption of Services.* Landlord may stop elevator, escalator, lighting, ventilating, air conditioning, power, water, cleaning or other services, and may interrupt the use of any Building facilities, at such times as may be necessary and for as long as may reasonably be required by reason of accidents, strikes, the making of repairs, alterations or improvements, inability to secure an adequate supply of fuel, gas, water, electricity, labor or supplies or by reason of any cause beyond the reasonable control of Landlord; provided, however, that any such stoppage or interruption for the purpose of making any alteration or improvement shall be made at such times and in such manner as shall not unreasonably interfere

with Tenant's use of the Premises and, whenever reasonably practicable, after reasonable prior notice to Tenant of the anticipated commencement, duration and nature of such work. Tenant shall not be entitled to any abatement of Rent or other compensation nor shall this Lease or any of Tenant's obligations hereunder be affected by reason of any such stoppage or interruption.

- 11.8 *Repair of Building Systems.* Tenant shall promptly notify Landlord of any damage to or defect in any of the plumbing, heating, air conditioning, ventilation or other systems located in, passing through or serving the Premises or the Building and Landlord shall repair such damage or defect with reasonable diligence. To the extent such damage or defective condition was caused by or attributable to the improper use of such system or negligence of Tenant, its employees, agents or invitees or by breach of Tenant's obligations under this Lease, Tenant shall pay the cost of such repairs upon demand.
- 11.9 *Landlord's Liability for Interruption of Services.* Landlord shall not be liable for any interruption in elevator, cleaning, heating, ventilation, air conditioning or other services furnished to the Premises except for actual damage (excluding loss of business or other consequential damages) suffered by Tenant by reason of any such interruption to the extent such interruption is caused by the negligence or deliberate wrongful acts of Landlord.
- 11.10 *Tenant's Services.* Tenant shall not enter into any contract or employ any labor in connection with the provision of maintenance, cleaning or other services to the Premises without the prior written consent of Landlord.

ARTICLE 12 WAIVER, INDEMNIFICATION AND INSURANCE

- 12.1 *Waiver by Tenant.* As a material part of the consideration for this Lease, Tenant hereby assumes all risk of injury to Tenant's property or business or to Tenant's employees, agents, contractors, licensees or invitees (or any of their property) and waives all claims against Landlord with respect to any such injury, except for personal injury and property damage to the extent such injury or damage is caused by Landlord's criminal act, active negligence or breach of Landlord's obligations under this Lease and is not the result of a criminal act by a third party or the act or omission of any other tenant in the Building.
- 12.2 *Indemnification.* Tenant shall indemnify and hold harmless Landlord, its partners, employees and agents, and their respective shareholders, directors, officers, employees and agents, from and against any and all claims, demands, costs, liabilities, losses and expenses, including, attorneys' fees, suffered or incurred by Landlord or to which Landlord may be exposed or subjected by reason of (a) Tenant's use of the Premises or the conduct of its business, (b) any breach of Tenant's obligations under this Lease (c) any act or omission of Tenant or any of its shareholders, directors, officers, partners, employees, agents, contractors, licensees

or invitees while in or about the Premises, the Building, the Land or the parking areas for the Building, or (d) any condition created, suffered or permitted by Tenant in or about the Premises, the Building, the Land or the parking areas for the Building.

12.3 *Tenant's Insurance Coverage.* Tenant shall at all times during the term of this Lease keep in force the following policies of insurance:

- (a) Comprehensive general liability insurance with a minimum combined limited of \$2,000,000.00. Such policy shall include coverage of Tenant's indemnity obligations under this Article 12.
- (b) Fire and extended coverage insurance covering (i) all leasehold improvements (including any alterations, additions or improvements made to the Premises) and (ii) Tenant's trade fixtures and other personal property from time to time located in the Premises, all in an amount not less than 100% of the full replacement cost of such improvements, fixtures and property from time to time during the term of this Lease.

12.4 *Additional Requirements for Tenant's Insurance.* All insurance required to be carried by Tenant hereunder shall be issued by insurance companies with a combined policy holders' rating and financial classification of not less than XIII A as rated in the most recent Best's Insurance Reports, shall be qualified to do business in the State of California, and shall otherwise be reasonably acceptable to Landlord and the holder of any mortgage, or the beneficiary under any deed of trust affecting the Premises. Each policy shall name Landlord, Landlord's managing agent for the Building and, at Landlord's request, the holder of any mortgage or beneficiary under any deed of trust affecting the Premises, as additional insureds, as their respective interests may appear, and copies of all policies or certificates evidencing the existence and amounts of such insurance shall be delivered to Landlord by Tenant at least 10 days prior to Tenant's occupancy of the Premises. Each such policy shall contain an endorsement providing that it shall not be cancelable without 10 days prior written notice to Landlord and the holder of any mortgage or the beneficiary under any deed of trusts affecting the Premises. Tenant shall furnish Landlord with renewals or binders of any such policy at least 10 days prior to the expiration thereof. If Tenant fails to procure and maintain such insurance, Landlord may (but shall not be required to) procure said insurance on Tenant's behalf and charge Tenant the premiums therefor, which shall be payable upon demand. Tenant shall have the right to satisfy its obligations hereunder by procuring one or more blanket policies, provided that such blanket policies expressly afford the coverage's required by this Lease.

12.5 *Use of Proceeds.* Upon the occurrence of any casualty insured against by Tenant pursuant to this Article, the proceeds of such insurance shall be used for the repair or replacement of the property so insured provided, however, that, if, following such casualty, Landlord or Tenant terminates this Lease pursuant to Article 13 hereof, the

proceeds of the coverage described in subsection 12.3(b) (i) shall be paid to Landlord and the proceeds of the coverage described in subsection 12.3(b) (ii) shall be paid to Tenant.

12.6 *Mutual Release and Waiver of Subrogation.* Each of Landlord and Tenant hereby waives, and releases the other from, any claim or liability for damage to such party's property occurring during the term of this Lease (or during the period of time, if any, prior to the Term Commencement Date that Tenant may have been given access to the Premises and surrounding areas for the purpose of occupancy or doing work in the Premises), to the extent such damage is recovered under property hazard insurance carried by the damaged party. Each of Landlord and Tenant shall cause the property hazard insurance carried by it, with respect to the Building, the Premises or such party's other property located therein, to be endorsed, if necessary, to prevent any invalidation of such insurance by reason of the waivers and releases contained in this Section 12.6; provided that, if it is or becomes commercially unreasonable to obtain such an endorsement, each of Landlord and Tenant shall instead cause the other to become a named insured (but not a loss payee) under its property hazard insurance.

ARTICLE 13 DAMAGE AND DESTRUCTION

13.1 *Landlord's Duty to Repair Damage.* If any part of the Premises shall be damaged by fire or other Casualty, Tenant shall give prompt notice thereof to Landlord and Landlord shall with reasonable diligence repair such damage in a manner and at times, which do not unreasonably interfere with Tenant's use of the Premises. If any part of the Premises shall be rendered untenable by reason of such damage (including untenability due to lack of access or services thereto) the Rent payable hereunder shall be appropriately abated for the period from the date of such damage to the date when such part of the Premises shall have been made tenantable unless (a) Landlord shall make available to Tenant, during the period of such repair, other space in the Building which, in Tenant's reasonable opinion, is suitable for the temporary conduct of Tenant's business or (b) such fire or other casualty shall have been caused by the fault or neglect of Tenant or its agent, contractors, employees, licensees or invitees. Landlord shall not be liable for any inconvenience or annoyance to Tenant or injury to the business or Tenant resulting in any way from such damage or the undertaking of such repair. Landlord shall have no obligation to carry insurance of any kind on Tenant's goods, furniture or furnishings, on Tenant's Property, or on any improvements in or to the Premises and Landlord shall not be obligated to repair any damage thereto or to replace the same.

13.2 *Exceptions to Obligation to Rebuild.* Notwithstanding the provisions of Section 13.1, if (a) substantial alteration or reconstruction of the Building shall, in the opinion of Landlord, be required as a result of damage by fire or other casualty (whether or not the Premises shall have been damaged by such fire or other casualty and whether or not such damage is covered by insurance carried by Landlord), (b)

the damage to the Building is a result of an uninsurable casualty and is in an amount of \$100,000 or more, (c) Landlord cannot reasonably complete necessary repairs to the Building or the Premises within 120 days, or (d) such damage occurs during the last year of the term of this Lease, then Landlord may terminate this Lease and the estate granted hereby by giving Tenant written notice within 60 days after the date of such damage, specifying a date, not less than 30 days after the giving of such notice, for such termination. In the event of the giving of such notice of termination, this Lease and the term and estate hereby granted shall cease and terminate as of the date specified in such notice, and the Rent payable hereunder shall be apportioned as of the date of termination.

13.3 *Express Agreement.* This Lease shall be considered an express agreement governing any damage to or destruction of the Building or the Premises by fire or other casualty, and Tenant hereby waives any law which purports to govern the rights of the parties in the event of such damage or destruction, including, without limitation, Sections 1932(2) and 1933(4) of the California Civil Code.

ARTICLE 14 CONDEMNATION

14.1 *Condemnation of Entire Premises.* In the event that the entire Premises shall be condemned or taken in any manner for any public or quasi-public use, this Lease and the term and estate hereby granted shall terminate as of the earlier of the date of vesting of title in such condemnation or taking or the date of taking of possession by the condemning authority (such earlier date, whether with reference to a complete or partial taking of the Building, being referred to hereinafter as the "Taking Date").

14.2 *Partial Condemnation.*

- (a) In the event that only a portion of the Premises shall be condemned or taken, then the term and estate hereby granted with respect to such portion shall forthwith cease and terminate as of the Taking Date, but (except as expressly provided below) this Lease shall remain in full force and effect with respect to the rest of the Premises, and the Rent payable hereunder shall be appropriate abated for the period from the Taking Date to the Term Expiration Date.
- (b) In the event that only a portion of the Building shall be condemned or taken, but substantial alteration or reconstruction of the Building shall, in the opinion of Landlord, be necessary or desirable as a result of such condemnation or taking (whether or not the Premises be affected), Landlord may terminate this Lease and the term and estate granted hereby, effective as of the later of the Taking Date or the date of Landlord's notice of termination to Tenant, by giving such notice of termination on or before the date which is 30 days after the Taking Date.
- (c) If any condemnation or taking shall be of a substantial portion of the Premises or of a substantial portion of the means of access thereto, this Lease and the term

and estate granted hereby may be terminated by Tenant, effective as of the later of the Taking Date or the date of Tenant's notice of termination to Landlord, by giving such notice of termination on or before the date which is 30 days after the Taking Date.

- 14.3 *Award.* In the event of any condemnation or taking of all or a portion of the Building, Landlord shall be entitled to receive the entire award in the condemnation proceeding, including any award made for the value of the estate vested by this Lease in Tenant, and Tenant hereby assigns to Landlord any and all right, title and interest of Tenant now or hereafter arising in or to any such award or any part thereof; provided, however, that nothing shall preclude Tenant from intervening in any such condemnation proceeding to claim or receive from the condemning authority any compensation to which Tenant may otherwise lawfully be entitled in such case for a taking of Tenant's Property or for relocation of Tenant's business.
- 14.4 *Condemnation for a Limited Period.* Notwithstanding the provisions of Sections 14.1, 14.2 and 14.3 hereof, if all or any portion of the Premises shall be condemned or taken for public use for a limited period, this Lease shall not terminate, there shall be no abatement of the Rent payable hereunder and Tenant shall be entitled to receive the entire award therefor (whether paid as damages, rent or otherwise) unless the period of public use extends beyond the Term Expiration Date, in which case Landlord shall be entitled to the portion of such award properly allocable to the cost of restoration of the Premises, and the balance of such award shall be apportioned between Landlord and Tenant as of the Term Expiration Date. If the termination of such condemnation or taking is prior to the term Expiration Date, Tenant shall apply for and diligently pursue an award for restoration of the Premises and, to the extent such an award has been made, restore the Premises as nearly as possible to the condition in which it existed prior to such condemnation of taking.

ARTICLE 15 TENANT'S DEFAULT AND LANDLORD'S REMEDIES

- 15.1 *Events of Default.* Each of the following shall be an event of default ("Event of Default") under this Lease:
- (a) The failure by Tenant to pay Rent when due, where such failure continues for three (3) business days after Tenant receives written notice thereof from Landlord (which notice shall also constitute the notice provided for by California Code of Civil Procedure Section 1161);
 - (b) The vacation or abandonment of the Premises by Tenant;
 - (c) The failure by Tenant to perform its obligations under Articles 6 or 7 hereof, where such failure continues for five (5) business days after Tenant receives written notice thereof from Landlord, or two business days after receiving such notice if such failure also constitutes a criminal violation, is likely to be patently

offensive to other tenants in the Building, causes any work or threatened work action on the part of any trade engaged in performing work, labor or services in or about the Building, or creates a fire, safety or health hazard, and Landlord so specifies in such notice (either of which notices shall also constitute the notice provided for by California Code of Civil Procedure Section 1161);

- (d) The failure by Tenant to perform any of its other obligations under this Lease, where such failure continues for twenty business days after Landlord gives written notice thereof; provided, however, if the nature of the failure is such that it cannot reasonably be cured within such twenty-day period, such failure shall not be an Event of Default if Tenant commences such cure promptly upon receiving notice thereof from Landlord and thereafter diligently prosecutes the same to completion; or
- (e) The filing of a petition by or against Tenant pursuant to the Bankruptcy Code of 1978, as amended, or any successor statute (unless, in the case of a petition filed against Tenant, the same is dismissed within 60 days); the making by Tenant of any general assignment for the benefit of creditors; the appointment of a trustee or receiver to take possession of all or any portion of Tenant's assets located at the premises or of Tenant's interest in this Lease, where possession is not restored to Tenant within 60 days or where such appointment is made at Tenant's request or without Tenant's objection; the attachment, execution, or other judicial seizure of all or any portion of Tenant's assets located at the Premises or of Tenant's interest in this Lease, where such seizure is not discharged within 60 days; or Tenant's acknowledgement in any writing that it is insolvent or generally unable to pay its obligations as they become due.

15.2 *Termination.* If an Event of Default occurs, Landlord may, at its option, terminate this Lease and the estate granted hereby by giving Tenant written notice of termination. In the event that Landlord elects to terminate this Lease, Landlord may recover:

- (a) the worth at the time of award of the unpaid Rent earned to the date of such termination;
- (b) the worth at the time of award of the amount by which the unpaid Rent which would have been earned after the date of such termination until the time of award exceeds the amount of such rental loss that Tenant proves could have been reasonably avoided;
- (c) the worth at the time of award of the amount by which the unpaid Rent which would have been earned for the balance of the term of this Lease after the time of award exceeds the amount of such rental loss that Tenant proves could have been reasonably avoided;

- (d) any other amount necessary to compensate Landlord for all of the detriment proximately caused by Tenant's failure to observe or perform any of its covenants and agreements under this Lease or which in the ordinary course of events would be likely to result therefrom, including, without limitation, legal fees and other expenses incurred in re-entering and taking possession of the Premises, costs incurred in rehabilitating the Premises for new Tenants and costs (including broker's commissions and legal fees) incurred in re-letting the Premises; and
- (e) at Landlord's election, such other amounts in addition to or in lieu of the foregoing as may be permitted from time to time under applicable laws.

The "worth at the time of award" is computed (i) in clauses (a) and (b) above, by allowing interest at the prime or corporate reference rate announced from time to time by Bank of America, N.A. (but in no event in excess of the maximum rate permitted by law), and (ii) in clause (c) above, by discounting such amount at the discount rate of the Federal Reserve Bank of San Francisco at the time of award plus 1%.

- 15.3 *Re-Entry by Landlord.* If an Event of Default occurs, Landlord or Landlord's authorized representatives may re-enter the Premises and remove all persons and all property therefrom by any suitable action or proceeding at law and repossess and enjoy the Premises, without being liable to indictment, prosecution or damages therefor. Landlord may store any property removed from the Premises at the expense of Tenant and, if Tenant does not pay the cost of such removal and storage upon demand, sell any or all of such property after the same has been stored for 30 days. No re-entry or repossession of the Premises by Landlord or its representatives under this Section 15.3 shall be construed as an election to terminate this Lease unless Landlord gives written notice of termination to Tenant or such termination is decreed by a court of competent jurisdiction.
- 15.4 *Right to Enforce Lease.* If an Event of Default occurs and Landlord does not elect to terminate this Lease, Landlord may, from time to time and without terminating this Lease, whether or not Tenant has abandoned the Premises, enforce all its rights and remedies under this Lease, including the right to recover Rent as the same becomes payable by Tenant hereunder. For so long as Landlord elects to pursue the remedy granted in this Section 15.4, it shall not terminate Tenant's right to possession of the Premises; provided, however, that neither acts of maintenance or preservation or efforts to relet the Premises nor the appointment of a receiver upon Landlord's initiative to protect Landlord's interest under this Lease shall constitute a termination of Tenant's right to possession of the Premises.
- 15.5 *Right to Relet Premises.* If an Event of Default occurs and Landlord does not elect to terminate this Lease, Landlord shall have the right to relet the Premises or any part thereof on such terms and conditions and at such rentals as Landlord in its sole discretion may deem advisable, with the right to make alterations and repairs in and

to the Premises necessary for such reletting. If Landlord so elects to relet, then gross rentals received by Landlord from the reletting shall be applied: first, to the payment of the reasonable expenses incurred or paid by Landlord in re-entering and securing possession of the Premises and in the reletting thereof (including, without limitation, altering and preparing the Premises for new tenants and brokers' commissions); second, to the payment of Rent by Tenant hereunder; and third, the remainder, if any, to be retained by Landlord and applied to the payment of future Rent as the same becomes due. Should the gross rentals received by Landlord from the reletting be insufficient to pay in full the sums described in the first and second clauses above, Tenant shall, upon demand, pay the deficiency to Landlord.

15.6 *Landlord's Right to Cure.* If an Event of Default shall occur, Landlord may cure the same at the expense of Tenant. Bills for all reasonable costs and expenses incurred by Landlord in connection with any performance by it under this Section 15.6 shall be payable on demand, together with interest thereon from the date incurred at the highest rate permitted by law and all such amounts shall be deemed additional Rent hereunder. Landlord's cure of any such Event of Default and the assessment of the costs thereof shall not be deemed to be a waiver of such Event of Default.

15.7 *Waiver of Right to Apply Payments.* If Tenant is in default in due payment to Rent, Tenant waives Tenant's right, if any, to designate the items against which any payments made by Tenant are to be credited, and Landlord may apply any payments made by Tenant to any amount owed by Tenant to Landlord.

15.8 *Cumulative Remedies.* The remedies of Landlord provided for in this Lease are cumulative and are not intended to be exclusive of any other remedies to which Landlord may be lawfully entitled. The exercise by Landlord of any remedy to which it is entitled shall not preclude or hinder the exercise of any other such remedy.

ARTICLE 16 ESTOPPEL CERTIFICATES

Tenant shall, promptly upon request by Landlord, deliver to Landlord a statement in recordable form certifying:

- (a) The capacity of the person executing such certificate and that such person is duly authorized to execute the same on behalf of Tenant,
- (b) The date of this Lease, and the Term Commencement and Expiration Dates,
- (c) That this Lease is in full force and effect and unmodified, except for amendments identified in such certificate,
- (d) The amount of the Fixed Rent for the month in which such certificate is dated,

- (e) That, except as may be described in such certificate, there are no rental offsets, claims or defenses to enforcement of this Lease by Landlord or, to the best of Tenant's knowledge, as of the date of such certificate, no defaults or breaches of warranty on the part of Landlord under this Lease,
- (f) That, except as may be described in such certificate, Tenant has not paid in advance any Rent or other sum which may subsequently become due under this Lease, other than the Fixed Rent for the month in which such certificate is dated,
- (g) That, except as may be described in such certificate, Landlord has completed all portions of the Tenant Improvements and any other improvements to the Premises which Landlord is obligated to make under this Lease and Landlord is not obligated to make any further payments to Tenant, for Tenant Improvements, such other improvements or any other purpose; and
- (h) Any other matter respecting the Lease or the Premises for which Landlord or the holder of any mortgage or the beneficiary under any deed of trusts affecting the Premises reasonably requests a certification.

ARTICLE 17
SURRENDER OF PREMISES; HOLDING OVER

17.1 *Surrender of Premises.* At the expiration or earlier termination of the term hereof, Tenant shall surrender the Premises to Landlord in good condition, reasonable wear and tear and damage, which has not been occasioned by the fault or neglect of Tenant excepted. Tenant shall reimburse Landlord upon demand for the cost of repairing any other damage to the Premises.

17.2 *Holding Over.* Any holding over by Tenant after the expiration or earlier termination of the term of this Lease shall be construed to be a tenancy from month-to-month at a monthly Fixed Rent which shall be equal to 150% of the Fixed Rent payable by Tenant during the last full calendar month prior to such expiration or termination; and shall otherwise be on all the terms and conditions of this Lease to the extent applicable to a month-to-month tenancy. Landlord's demand for or acceptance of rent for any thirty-day period during which Tenant holds over shall not be construed as consent to Tenant's holding over for any subsequent thirty-day period.

ARTICLE 18
MISCELLANEOUS

18.1 *Security Deposit.* At all times during the terms of this Lease, Tenant shall maintain the Security Deposit with Landlord in cash as security for the full and faithful observance and performance of all of Tenant's obligations under this Lease (expressly including, without limitation, the payment as and when due of Fixed Rent, and any other Rent or damages payable hereunder) and the payment of any

and all other damages for which Tenant shall be liable by reason of any act or omission constituting a breach of such obligations. If at any time Tenant shall be in default in the payment of any Fixed Rent or any other Rent or damages or shall otherwise be in breach in the observance or performance of any of its obligations under this Lease, then, at Landlord's election, the Security Deposit may be applied by Landlord to the payment of Fixed Rent, such other Rent or damages or the payment of any costs and expenses incurred by Landlord in curing any such breach. If as a result of any such application, the Security Deposit shall at any time be less than the amount specified in Article 1, Tenant shall, within five (5) days after demand from Landlord therefor, deposit with Landlord additional cash in an amount equal to the deficiency. If, at the expiration of the term of this Lease, all of the Fixed Rent, additional Rent or damages have been paid by Tenant to Landlord and Tenant is not in default in the observance or performance of any of its obligations under this Lease, then Landlord shall return to Tenant without interest the Security Deposit (or such amount thereof as has not been applied, or applied but replaced by Tenant, under this Section 18.1). Landlord shall have the right to commingle the Security Deposit with its general assets.

18.2 *Landlord's Right to Enter the Premises.* Landlord and its agents shall have the right to enter the Premises at such times as shall not unreasonably interfere with Tenant's business for the purpose of inspection of the Premises, complying with any law, regulation or order of any court or governmental authority, exercising any of Landlord's rights under this Lease, or (during the last 12 months of the term hereof) showing the Premises to prospective tenants.

18.3 *Brokers.* Tenant represents that it has dealt with no broker in connection with this Lease other than Landlord's Broker.

18.4 *Rentable Area.* Landlord and Tenant stipulate that the Rentable Area of the Premises as determined in accordance with BOMA standards used in the City of Los Angeles during 1986 is equal to Tenant's Area; provided, however, at any time within sixty days after the execution and delivery of this Lease, Landlord or Tenant may cause the Rentable Area of the Premises to be measured by a licensed architect reasonably approved by the other and, if such architect certifies that Tenant's Area differs from the actual Rentable Area of the Premises by 5% or more, then, from and after the date of such certification, Tenant's Area shall be equal to the Rentable Area of the Premises set forth in such certificate and Landlord and Tenant shall execute an amendment to this Lease to reflect the change in Tenant's Area.

18.5 *Limitation of Landlord's Liability.* The covenants and agreements on the part of Landlord to be performed under this Lease shall not be binding upon the person named as Landlord herein with respect to any period subsequent to the transfer of its interest in the Building, and in the event of such transfer such covenants and agreements shall thereafter be binding upon each transferee of such interest, but only with respect to the period during which such transferee holds its interest in the Building. Any transferee of Landlord's interest in the Building (a) shall not be

liable for any act or omission of Landlord under this Lease occurring prior to such sale, assignment or other transfer, (b) shall not be subject to any claim of offset, defense or counterclaim accruing prior to such sale, assignment or other transfer and (c) shall not be bound by any payment of Rent prior to such sale, assignment or other transfer for more than one (1) month in advance (except prepayments in the nature of security for the performance by Tenant of its obligations hereunder to the extent that such prepayments are actually received by such transferee).

18.6 *No Light, Air or View Easement.* Any diminution or shutting off of light, air or view by any structure which may be erected on lands adjacent to the Building shall in no manner affect this Lease or impose any liability on Landlord. Neither this Lease nor any use by Tenant shall give Tenant any right or easement to the use of any door or passage connecting the Building with any other building, and the use of such doors and passages may be regulated or discontinued at any time and from time to time by Landlord.

18.7 *Submission of Lease.* The submission of this Lease to Tenant for examination or execution does not constitute a reservation of or option on the premises or an agreement to lease the Premises. This Lease shall become effective as a lease and Landlord shall become obligated hereunder only upon the execution and delivery of this lease by both Landlord and Tenant.

18.8 *Notices.* All notices and demands, which may or are required to be given by either party to the other hereunder, shall be in writing. All notices and demands by Landlord to Tenant shall be delivered personally or sent by United States mail, postage prepaid, return receipt requested, addressed to Tenant at the Premises, or to such other place as Tenant may from time to time designate in a written notice to Landlord. All notices and demands by Tenant to Landlord shall be delivered personally or sent by United States certified or registered mail, postage prepaid, return receipt requested, addressed to Landlord at the office in the Building of Landlord's managing agent for the Building or to such other place as Landlord may from time to time designate in a written notice to Tenant. Any such notice shall be deemed given and delivered upon actual delivery or at the time of attempted delivery shown on such return receipt.

18.9 *Entire Agreement.* This Lease contains all of the agreements and understandings relating to the leasing of the Premises and the obligations of Landlord and Tenant in connection therewith. Neither party and no agent or representative thereof has made or is making, and neither party in executing and delivering this Lease is relying upon, any warranties or representations, except to the extent set forth in this Lease. All understandings and agreements heretofore made between Landlord and Tenant relating to the leasing of the Premises are merged in this Lease, which alone fully and completely expresses their agreement. The following Exhibits annexed to this Lease are hereby incorporated herein and made a part hereof:

Exhibit A	Diagram of Tenant's Premises
Exhibit B	Legal Description
Exhibit C	Rules and Regulations
Exhibit D	Hazardous Materials
Exhibit E	Tenant Improvements

18.10 *Waiver and Modification.* The failure of Landlord or Tenant to insist in any instance upon the strict keeping, observance or performance of any covenant or agreement contained in this Lease or to exercise any election herein contained shall not be construed as a waiver or relinquishment for the future of such covenant or agreement, but the same shall continue and remain in full force and effect. No waiver or modification by either Landlord or Tenant of any covenant or agreement contained in this Lease shall be deemed to have been made unless the same is in writing executed by the party whose rights are being waived or modified. No surrender of possession of any part of the Premises shall release Tenant from any of its obligations hereunder unless accepted by Landlord. The receipt and retention by Landlord and the payment by Tenant, of Rent or with knowledge of the breach of any covenant or agreement contained in this Lease shall not be deemed a waiver of such breach by either Landlord or Tenant.

18.11 *Severability.* If any covenant or agreement of this Lease or the application thereof to any person or circumstance shall be held to be invalid or unenforceable, then and in each such event the remainder of this Lease or the application of such covenant or agreement to any other person or any other circumstance shall not be thereby affected, and each covenant and agreement hereof shall remain valid and enforceable to the fullest extent permitted by law.

18.12 *Governing Law.* This Lease shall be governed by and construed in accordance with the laws of the State of California.

18.13 *Successors and Assigns.* Subject to Section 8.1, the covenants and agreements contained in this Lease shall bind and inure to the benefit of Landlord and Tenant, their respective successors and assigns and all persons claiming by, through or under them.

18.14 *Attorney's Fees.* In any action or proceeding which Landlord or Tenant may prosecute to enforce its rights hereunder, the unsuccessful party therein shall pay all costs incurred by the prevailing party therein, including reasonable attorneys' fees to be fixed by the court, and such costs and attorneys' fees shall be made part of the judgment in such action.

18.15 *Common Area Use.* As used herein, "Common Area" means all areas, spaces, equipment, special services, improvements and facilities in or near the Building provided by Landlord for the common or joint use and benefit of the occupants of the Building, their officers, agents, employees, servants, customers and invitees, including, but not limited to, all parking areas, access roads, streets, driveways,

entrances, exits, sidewalks, malls, courts, loading docks, package pick-up stations, ramps, corridors, halls, stairs, retaining walls and landscaped areas.

- (a) "Right to Use Common Area". Except as provided in Article 10 above, and subject to the terms and provisions of this Lease, and the Rules and Regulations attached hereto as Exhibit C ("Rules and Regulations"), Tenant's use and occupation by Tenant of the Premises shall include a right for Tenant and Tenant's Representatives to use, in common with others entitled thereto, the Common Area. All Common Area, other than the Parking Spaces, which is not within the Premises and which Tenant may be permitted to use and occupy pursuant to this Article are to be used and occupied under a revocable license, and if the amount of such areas be diminished, Landlord shall not be subject to any liability nor shall Tenant be entitled to any compensation or diminution or abatement of rent, nor shall such diminution of such areas be deemed constructive or actual eviction, provided Tenant's access to and quiet enjoyment of the Premises shall not be affected in a materially adverse manner.
- (b) "Control of Common Area". Landlord shall have the sole and exclusive control of the Common Area and at any time and from time to time to exclude and restrain any person from use or occupancy thereof, excepting, however, bona fide Tenant's Representatives, service suppliers and tenants of Landlord who make use of the Common Area in accordance with the Rules and Regulations. If in the opinion of Landlord unauthorized persons are using any of the Parking Spaces or any other portion of the Common area by reason of the presence of Tenant in the Premises, upon demand of Landlord, Tenant shall enforce such rights against all such unauthorized persons by appropriate proceedings. Nothing herein shall limit the rights of Landlord at any time to remove any unauthorized persons from the Common Area or to restrain the use of any of said areas by unauthorized persons. Tenant shall keep all of the Common Area free and clear of any obstructions created or permitted by Tenant or resulting from Tenant's operation and to permit the use of the Common Area only for the purpose hereinabove set forth.
- (c) "Prescriptive Easements". Landlord shall have the right to post temporary or permanent signs and, upon ten days' prior notice to Tenant, to temporarily close any portion or all of the Common Area from time to time and to such extent as Landlord reasonably deems necessary to prevent a dedication or other prescriptive right therein in favor of the public or any group or individual and to prevent the accrual of any such right and Landlord shall have the right by temporary closure or other reasonable means to discourage or prevent the use of the Common Area by persons other than those expressly authorized hereby.
- (d) "Changes in Common Area". Provided Tenant's access to and quiet enjoyment of the Premises shall not be affected in a materially adverse manner, Landlord shall have the right, in its sole discretion, to relocate and change the Common Area and portions thereof, if Landlord shall determine such relocation to be in

the best interest of the Building. Should Landlord acquire or make available additional land or facilities not currently part of the Building and make the same available as Common Area, the expenses incurred by Landlord in connection with the operation, maintenance and repair of Common Area shall not be included in Operating Costs.

ARTICLE 19 QUIET ENJOYMENT

Tenant, upon keeping, observing and performing all of its obligations under this Lease shall lawfully and quietly hold, occupy and enjoy the Premises during the term of this Lease, subject, however, to the covenants, agreements, terms, provisions and conditions of this Lease and to underlying mortgages to which this Lease is subject and subordinate, as set forth above.

ARTICLE 20 RELOCATION

20.1 Relocation. Landlord shall have the right to relocate the Premises to another part of the Center on the following terms and conditions:

(c) The new premises shall be substantially the same in size, dimensions and configuration as the Premises described in this Lease, taking into account the age and remaining useful life of the tenant improvements in the Premises at the time of such relocation;

(d) Landlord shall give Tenant at least sixty (60) days' notice of Landlord's intention to relocate the Premises;

(e) The physical relocation of the Premises shall take place at a time designated by Tenant and approved by Landlord, and shall be accomplished as quickly as reasonably practicable;

(f) If the relocated premises are smaller than the Premises as they existed before the relocation, Minimum Annual Rent shall be reduced to a sum computed by multiplying the Minimum Annual Rent specified in Article 3 by a fraction, the numerator of which shall be the total number of square feet in the relocated premises, and the denominator of which shall be the total number of square feet in the Premises before relocating;

(g) All reasonable and actual out-of-pocket costs incurred by Tenant as a result of the relocation, including without limitation, costs incurred in changing addresses on stationery, business cards, directories, advertising, and such other items (but specifically excluding any lost revenues or any intangible costs and any costs incurred by Tenant to improve and/or update the quality of the tenant improvement in the relocated premises from the quality of the tenant improvements existing in the Premises at the time of such relocation) shall be paid by Landlord; and

(h) The parties hereto shall immediately execute an amendment to this Lease stating the relocation of the Premises and the reduction of Minimum Annual Rent, if any.

IN WITNESS WHEREOF, Landlord and Tenant have duly executed this Lease as of the day and year first above written.

LANDLORD:

KAJIMA DEVELOPMENT CORPORATION

By: _____
Takashi Ito

Its: President & CEO

TENANT:

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION

By: _____

Its: _____

LEASE ADDENDUM

This Lease Addendum ("Addendum") dated _____, 2016, is made to that certain Lease executed contemporaneously herewith by and between KAJIMA DEVELOPMENT CORPORATION, a Delaware corporation ("Landlord") and MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION, a California nonprofit public benefit corporation ("Tenant").

Notwithstanding anything to the contrary contained in the Lease, the provisions set forth below shall be deemed to be a part of the Lease and shall supercede any contrary provision in the Lease, and any inconsistency between the Lease and this Addendum shall be resolved in favor of the provisions of this Addendum. All references in the Lease and in this Addendum shall be construed to mean the Lease as amended and supplemented by this Addendum. All defined terms used in this Addendum, unless specifically defined in this Addendum, shall have the same meaning as such terms have in the Lease.

1. Option to Extend. Provided Tenant shall not then be in default under the provisions of the Lease, Tenant shall have the option to extend ("Option to Extend") the initial term of this Lease for a five (5) year period ("Extension Term") upon the same provisions as are set forth herein, subject, however, to the provision for a rental increase as hereinafter set forth. Such Option to Extend shall be exercised by giving written notice to Landlord ("Tenant's Notice") not less than six (6) months prior to the expiration date of the initial term of this Lease. This Option to Extend granted to Tenant in this Lease is personal to Tenant and may not be exercised or assigned, voluntarily or involuntarily, by, or to, any person or entity other than Tenant. This Option to Extend herein granted to Tenant is not assignable separate and apart from this Lease. In the event that at the time the Option to Extend is exercisable by Tenant, this Lease has been assigned, or a sublease exists as to fifty percent (50%) or more of the Premises, this Option to Extend shall be deemed null and void and Tenant, any assignee, or any sublessee, shall not have the right to exercise this Option to Extend. Tenant shall have no right to exercise this Option to Extend, notwithstanding any provision in the grant of the Option to Extend to the contrary, (a) if, at the time permitted for exercise of the Option to Extend, or at any time prior to the commencement of the Extension Term, Tenant shall be in default under any of the provisions of the Lease, or (b) in the event that Landlord has given to Tenant two or more notices of default under Article 15 of the Lease during the twelve (12) calendar months prior to the time Tenant intends to exercise the Option to Extend. Upon Landlord's receipt of Tenant's Notice, Landlord and Tenant shall discuss, in good faith, the new Fixed Rent for the Premises during such Extension Term. Notwithstanding the foregoing, the Fixed Rent shall not, during said Extension Term, be less than the Fixed Rent during the year immediately preceding the commencement of such Extension Term, and said Fixed Rent shall be payable in accordance with the same provisions as hereinabove set forth in the Lease. If the parties have not agreed on the rental for such Extension Term on the foregoing basis within thirty (30) days after Landlord's receipt of Tenant's Notice, then Tenant's exercise of the Option to Extend shall be deemed rescinded, the Option to Extend shall be null and void and the term of this Lease shall expire on the Term Expiration Date as set forth in Article One of the Lease.

2. Tenant Improvements: Landlord shall, at Landlord's sole cost and expense, perform the Tenant Improvements as detailed in the cost estimate and construction drawings which are attached to the Lease as Exhibit E. Any special requests or improvements exceeding the Tenant

Improvement budget of \$345,463.40 will be at Tenant's sole cost and expense. Landlord will install conduits for information technology and telecommunications per Tenant's specification and direction. Tenant will be responsible for the installation of the information technology and telecommunications systems and wiring.

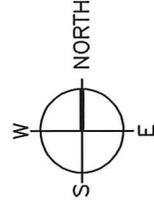
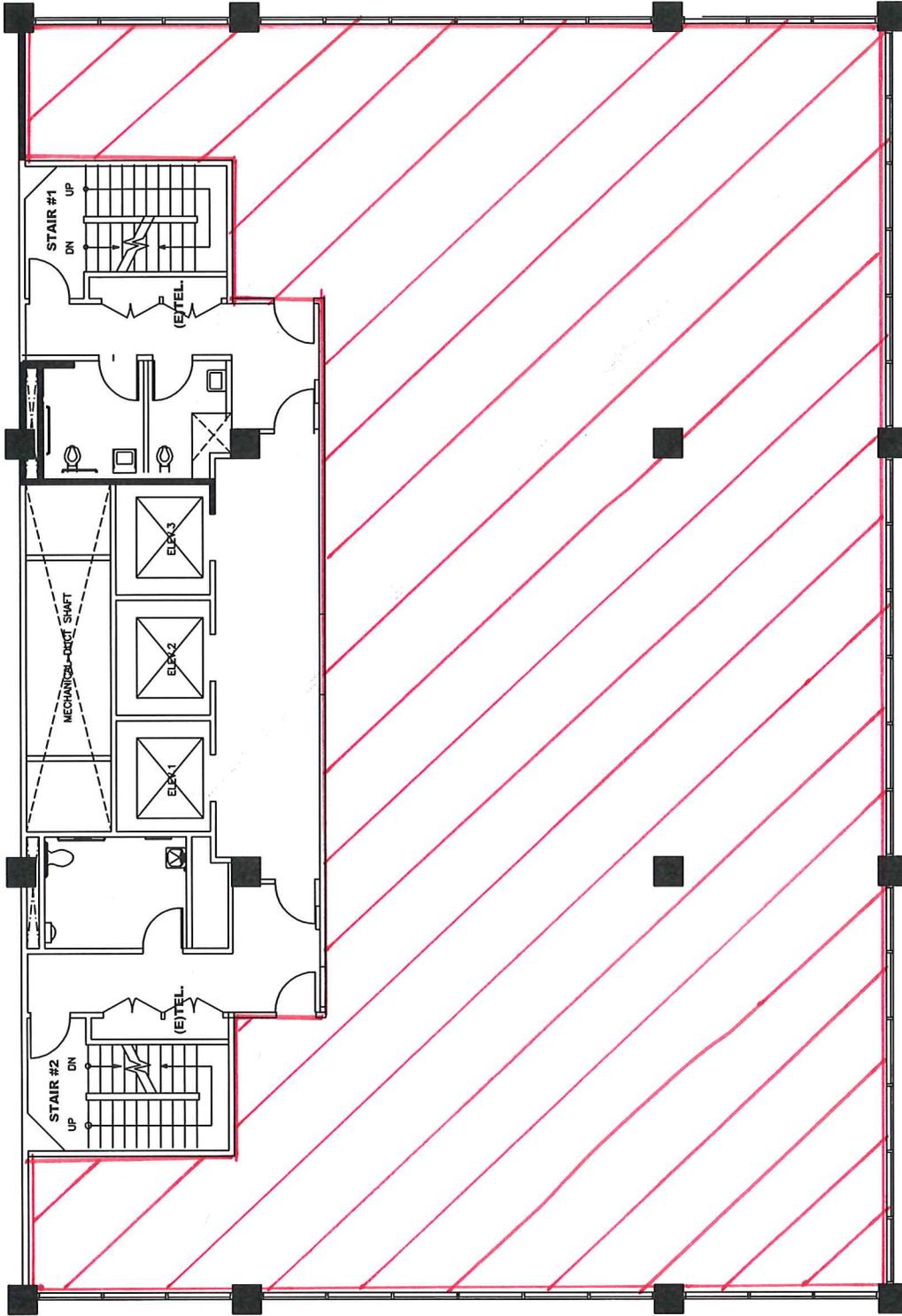
LANDLORD

TENANT

KAJIMA DEVELOPMENT CORPORATION

MAGNOLIA EDUCATIONAL &
RESEARCH FOUNDATION

Takashi Ito, President & CEO



15TH FLOOR

15TH FLOOR

SCALE: NO SCALE

DATE: 2/3/2015

KAJIMA BUILDING

250 EAST FIRST STREET, LOS ANGELES, CA, 90012

Kajima Development Corp.

250 E. 1ST STREET #1101
LOS ANGELES, CA, 90012

TEL: (323) 260-4861 FAX: (323) 260-4627

EXHIBIT B

LEGAL DESCRIPTION

All of Lots 1 and 2, Tract 2918, in the City of Los Angeles, County of Los Angeles, State of California, as shown on the Map recorded in Book 35, Page 22 of Maps in the office of the County Recorder of said County, and that portion of Lots 15-C, 15-D, 16 and 17 of the Subdivision of the Murat Garden Tract, as shown on the Map recorded in Book 10, Page 8 of Miscellaneous Records, of said County Recorder, and that portion of the Garden of J. Murat, as shown on the Map recorded in Book 1, Page 616 and in Book 10, Page 8 of Miscellaneous Records of said County Recorder, more particularly described in full as follows:

Beginning at the point of intersection of the Southerly line of First Street (as now established), with the Westerly line of San Pedro Street (80' wide); thence Westerly along said Southerly line North 50° 21' 06'' West 77.28 feet; thence South 40° 03' 56'' West 126.64 feet to the Southerly line of said Lot 17; thence Westerly along said Southerly line South 82° 02' 28'' West 93.16 feet to the Easterly line of Weller Street (60 feet wide); thence Southerly along said Easterly Line South 9° 02' 32'' East 30.68 feet to an angle point therein; thence continuing along said Easterly line South 7° 23' 32'' East 198.01 feet to the point of intersection of said Easterly line with said Westerly line of San Pedro Street; thence Northerly along said Westerly line North 35° 15' 14'' East 351.68 feet to the Point of Beginning.

EXCEPT the Southeasterly 10 feet thereof.

ALSO EXCEPT that portion described as follows:

Beginning at the point of intersection of a line parallel with and measured 10 feet Westerly of the Westerly line of San Pedro Street (80 feet wide) with the Easterly line of Weller Street (60 feet wide); thence Northerly along said parallel line North 35° 15' 14'' East 15.00 feet; thence Westerly in a direct line to a point on said Easterly line, said point bearing North 7° 23' 32'' West 15.00 feet from the point of beginning of this description; thence South 7° 23' 32'' East 15.00 feet to the Point of Beginning.

ALSO EXCEPT that portion described as follows:

Beginning at the point of intersection of a line parallel with and measured 10 feet Westerly of the Westerly line of San Pedro Street (80 feet wide) with the Southerly line of First Street as now established; thence Westerly along said Southerly line North 50° 21' 06'' West 18.52 feet to the point of tangency of a curve concave to the West having a

radius of 20 feet; thence Southerly along said curve to a point of tangency on said parallel line; thence Northerly along said parallel line North 35° 15' 14'' East 18.52 feet to the Point of Beginning.

INITIALS

Lessor _____

Lessee _____

EXHIBIT C

RULES AND REGULATIONS WHICH CONSTITUTE A PART OF THE LEASE

1. The sidewalks, entrances, passages, courts, elevators, vestibules, stairways, corridors or halls shall not be obstructed or used for any purpose other than ingress and egress.

2. No awnings or other projection shall be attached to the outside walls of the Building without the prior written consent of the Landlord. No curtains, blinds, shades or screens shall be attached to or hung in, or used in connection with, any window or door of the premises, without the prior written consent of the Landlord. Such awnings, projections, curtains, blinds, shades, screens or other fixtures must be of a quality, type, design and color, and attached to the manner approved by the Landlord. All electrical ceiling fixtures hung in offices or spaces along the perimeter of the Building must be fluorescent, of a quality, type, design and bulb color approved by Landlord.

3. No sign, advertisement or notice shall be exhibited, painted or affixed by any Tenant on any part of, or so as to be seen from the outside of, the premises or the building without the prior written consent of the Landlord. In the event of the violation of the foregoing by any Tenant, Landlord may remove same without any liability, and may charge the expense incurred in such removal to the Tenant violating this rule. Interior signs on doors and ground floor directory tablet shall be inscribed, painted, or affixed for each Tenant by the Landlord at the expense of Landlord, and shall be of a size, color, and style acceptable to the Landlord.

4. The sashes, sash doors, skylights, windows, and doors that reflect or admit light and air into the halls, passageways, or other public places in the building shall not be covered or obstructed by any Tenant, nor shall any bottles, parcels or other articles be placed on the windowsills.

5. The water and wash closets and other plumbing fixtures shall not be used for any purpose other than those for which they were constructed, and no sweepings, rubbish, rags or other substances shall be thrown therein. All damages resulting from any misuse of the fixtures shall be borne by the Tenant who, or whose servants, employees, agents, visitors or licensees shall have caused the same.

6. No Tenant shall mark, paint, drill into, or in any way deface any part of the premises or the building. No boring, cutting or stringing of wires or laying of linoleum or other similar floor coverings shall be permitted, except with the prior written consent of the Landlord, and as the Landlord may direct.

7. No bicycles, vehicles, or animals of any kind shall be brought into or kept in or about the premises and no cooking shall be done or permitted by any Tenant on the premises. No Tenant shall cause or permit any unusual or objectionable odors to be produced upon or permeate from the premises.

8. No Tenant shall occupy or permit any portion of his premises to be occupied as an office for the possession, storage, manufacture or sale of liquor, narcotics, dope, tobacco in any form. The premises shall not be used for lodging or sleeping or for any immoral or illegal purpose.

9. No Tenant shall make, or permit to be made any unseemly or disturbing noises or disturb or interfere with occupants of this or neighboring buildings or premises or those having business with them, whether by the use of any musical instrument, radio, phonograph, unusual noise, or in any other way. No Tenant shall throw anything out of the doors, windows or skylights or down the passageways.

10. No Tenant, nor any of Tenant's servants, employees, agents, visitors, or licensees, shall at any time bring or keep upon, the premises any inflammable, combustible, or explosive fluid, chemical or substance.

11. No additional locks or bolts of any kind shall be placed upon any of the doors or windows by any Tenant, nor shall any changes be made in existing locks or the mechanism thereof. Each Tenant must, upon the termination of his tenancy, restore to the Landlord all keys of stores, offices, and toilet rooms, either furnished to, or otherwise procured by, such Tenant, and in the event of the loss of any keys so furnished, such Tenant shall pay to the Landlord the cost of replacing the same or of changing the lock or locks opened by such lost key if Landlord shall deem it necessary to make such change.

12. All removals, or the carrying in or out of any safes, freight, furniture, or bulky matter of any description, must take place during the hours which the Landlord may determine from time to time. The moving of sales or other fixtures or bulky matter of any kind must be made upon previous notice to the superintendent of the building and under his supervision, and the persons employed by any Tenant for such work must be acceptable to the Landlord. The Landlord reserves the right to inspect all safes, freight, or other bulky articles to be brought into the building and to exclude from the building all safes, freight, or other bulky articles which violate any of the Rules and Regulations or the lease of which these Rules and Regulations are a part. The Landlord reserves the right to prescribe the weight and position of all safes, which must be placed upon supports approved by Landlord to distribute the weight.

13. No Tenant shall purchase spring water, ice, towel, janitorial or maintenance or other like service, from any company or persons not approved by the Landlord.

14. Landlord shall have the right to prohibit any advertising by any Tenant which, in Landlord's opinion, tends to impair the reputation of the building or its desirability as an office building and upon written notice from Landlord, any Tenant shall refrain from or discontinue, such advertising.

15. The Landlord reserves the right to exclude from the building between the hours of 9 p.m. and 8 a.m., and at all hours on Saturdays, Sundays and legal holidays, all persons who do not comply with Landlord's requirement of signing "in" and "out" upon such form designated by Landlord in its sole discretion.

16. No person shall be employed by Tenant to do janitor work in any part of said building without the written consent of Landlord or unless specifically provided for in their Lease.

17. Each Tenant, before closing and leaving the premises at any time, shall see that all draperies visible from outside the building are closed.

18. The requirements of Tenants will be attended to only upon application to the Office of the Building.

19. Canvassing, soliciting, and peddling in the building are prohibited and each Tenant shall cooperate to prevent the same.

20. All office equipment of any electrical or mechanical nature shall be placed by Tenants in the premises in settings approved by Landlord, to absorb or prevent any vibration, noise or annoyance.

21. No water cooler, air conditioning unit or other similar apparatus shall be installed or used by any tenant without the written consent of Landlord.

22. There shall not be used in any space, or in the public halls of the building, either by any Tenant or others, any hand trucks except those equipped with rubber tires and side guards.

23. Landlord reserves the right to exclude or expel from the building any person who, in the judgment of Landlord, is intoxicated or under the influence of liquor or drugs, or who shall in any manner do any act in violation of the Rules and Regulations of said building.

24. Landlord reserves the right to regulate all matters pertaining to the operation and parking of vehicles of Tenant, its employees, invitees, licensees and patrons, including but not limited to the right to charge for parking, to institute a parking ticket validation system, and to employ an independent operator to operate and manage the parking facilities. Landlord may promulgate, from time to time, regulations pertaining to parking of vehicles, and Tenant and its officers, agents, and employees shall park their vehicles only in areas specifically designated for that purpose by Landlord from time to time, whether such area be inside or outside but reasonably near the building.

25. Tenant at all times agrees to abide by any additional rules or regulations which are ordered or requested by any governmental or military authority.

INITIALS

Landlord _____

Tenant _____

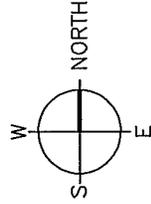
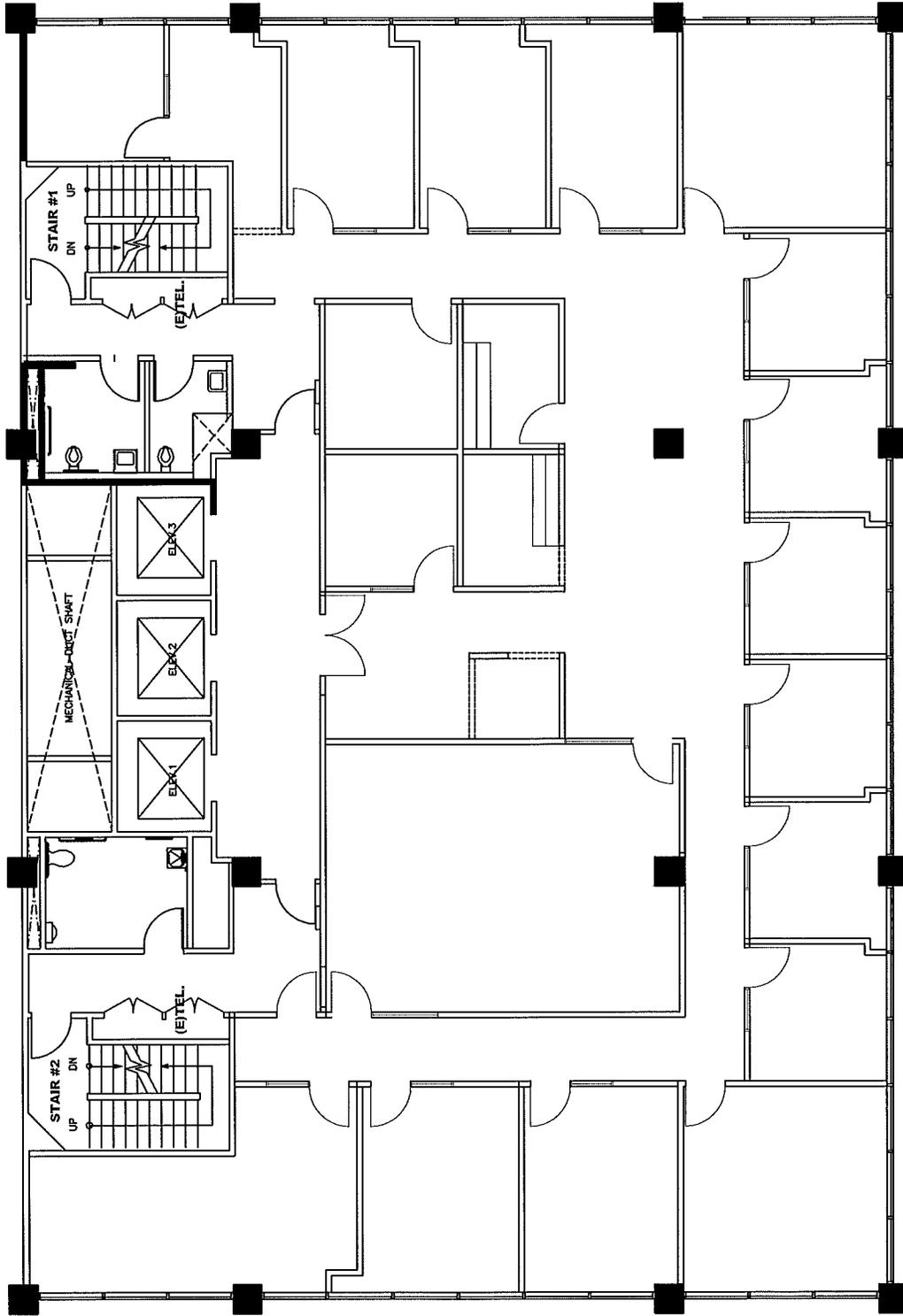
EXHIBIT D

HAZARDOUS MATERIALS

Tenant shall not (either with or without negligence) cause or permit the escape, disposal or release of any biologically or chemically active or other hazardous substances, or materials. Tenant shall not allow the storage or use of such substances or materials in any manner not sanctioned by law or by the highest standards prevailing in the industry for the storage and use of such substances or materials, nor allow to be brought into the Project any such materials or substances except to use in the ordinary course of Tenant's business, and then only after written notice is given to Landlord of the identity of such substances or materials. Without limitation, hazardous substances and materials shall include those described in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C. Section 9601 et seq., the Resource Conservation and Recovery Act, as amended, 42 U.S.C. Section 6901, et seq., any applicable state or local laws and the regulations adopted under these acts. If any lender or governmental agency shall ever require testing to ascertain whether or not there has been any release of hazardous materials, then the reasonable costs thereof shall be reimbursed by Tenant to Landlord upon demand as additional charges if such requirement applies to the Premises. In addition, Tenant shall execute affidavits, representations and the like from time to time at Landlord's request concerning Tenant's best knowledge and belief regarding the presence of hazardous substances or materials on the Premises. In all events, Tenant shall indemnify Landlord in the manner elsewhere provided in this lease from any release of hazardous materials on the Premises occurring while Tenant is in possession, or elsewhere if caused by Tenants or persons acting under Tenant. The within covenants shall survive the expiration or earlier termination of the lease term.

INITIALS

Lessor _____
Lessee _____



15TH FLOOR

15TH FLOOR

SCALE: NO SCALE

DATE: 2/3/2015

KAJIMA BUILDING

250 EAST FIRST STREET, LOS ANGELES, CA, 90012

Kajima Development Corp.

250 E. 1ST STREET #1101
LOS ANGELES, CA, 90012

TEL: (323) 260-4661 FAX: (323) 250-4627



Budget Proposal

KAJIMA DEVELOPMENT CORPORATION
 Advanced Investment Group
 250 E.1st Street #1101
 Los Angeles, CA, 90017
 Tel: 323-262-8484
 Fax: 323-262-8893

Quote: 9759
 Date: 2/4/2016
 Office Sekkei America, Inc.
 20655 S. Western Ave. suite 120
 Torrance, CA 90501
 (310)715-1001
 (310)527-2185

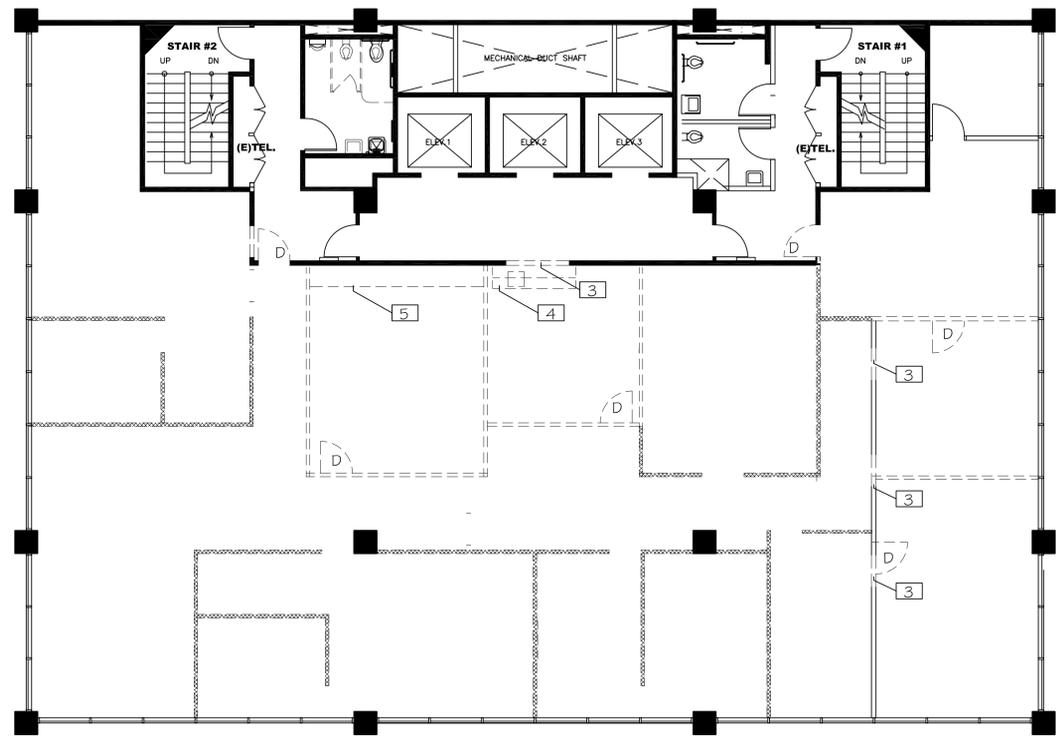
KAJIMA DEVELOPMENT CORPORATION

DESCRIPTION	PRICE
Tenant Improvement 15 Th floor	
:Demo	\$9,000.00
:Door, Frames & Hardware	\$32,800.00
:Milwork	\$6,600.00
:Drywall	\$45,000.00
:Glass	\$4,300.00
:Acoustic Ceiling	\$16,500.00
:Flooring	\$29,500.00
:Tile	\$0.00
:Paint	\$10,900.00
:Fire Sprinklers	\$7,000.00
:Fire Life Safety	\$19,600.00
:General Labor	\$2,000.00
:Plumbing	\$7,500.00
:Electrical	\$40,000.00
:HVAC	\$38,600.00
:Clean up, Protection and Dumpster	\$3,000.00
:General Condition	\$14,075.00
:Permit	N/A
:Window Covering	\$8,500.00
:Coring	\$1,200.00
:X-Ray	\$1,700.00
:Insulation	\$3,900.00
:Fire Extinguisher with cabinets	\$900.00

Note:

Above prices and Scope of work are budgetary in nature.
 Final Prces will depend on final design,elevations, details, engineering,ETC.

Sub Total	\$302,575.00
Insurance (1.2%)	\$3,630.90
Contractor's Fee	\$30,257.50
Special Discount	-\$3,000.00
Server Room 24/7 AC	\$11,000.00
TOTAL	\$344,463.40
Concstruction Drawings	\$1,000.00
Electrical Drawings	n/a
Plan Check	n/a
TOTAL	\$345,463.40



 TRUE NORTH
DEMOLITION PLAN
 SCALE 1/8" = 1'-0"

- LEGEND**
-  EXISTING PARTITIONS TO REMAIN
 -  DENOTES DEMO EXISTING WALLS
 -  DENOTES DEMO EXISTING PONY WALLS
 -  DENOTES DEMO EXISTING DOOR
 -  EXISTING DOOR TO REMAIN

- NOTES**
- DEMOLITION NOTES
- 1 DEMO EXISTING FLOORING THROUGHOUT, TYP. U.O.N.
 - 2 DEMO EXISTING MILWORK. CAP OFF EXISTING PLUMBING FIXTURES.
 - 3 CREATE OPENING FOR NEW DOOR/ WINDOW.
 - 4 DEMO EXISTING KITCHEN CABINET. REMOVE / CAP OFF EXISTING PLUMBING LINE.
 - 5 DEMO EXISTING CABINET.

DESIGN & CONTRACT
 OFFICE SEKKEI AMERICA, INC.
 20855 S. WESTERN AVE. SUITE 120
 TORRANCE, CA 90501 U.S.A.
 Tel: (310) 715-1001
 Fax: (310) 527-2185

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- ISSUES & REVISIONS:**
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NOTE:

KAJIMA DEVELOPMENT CORPORATION
 250 E. 1ST STREET, #1200
 LOS ANGELES CA 90012

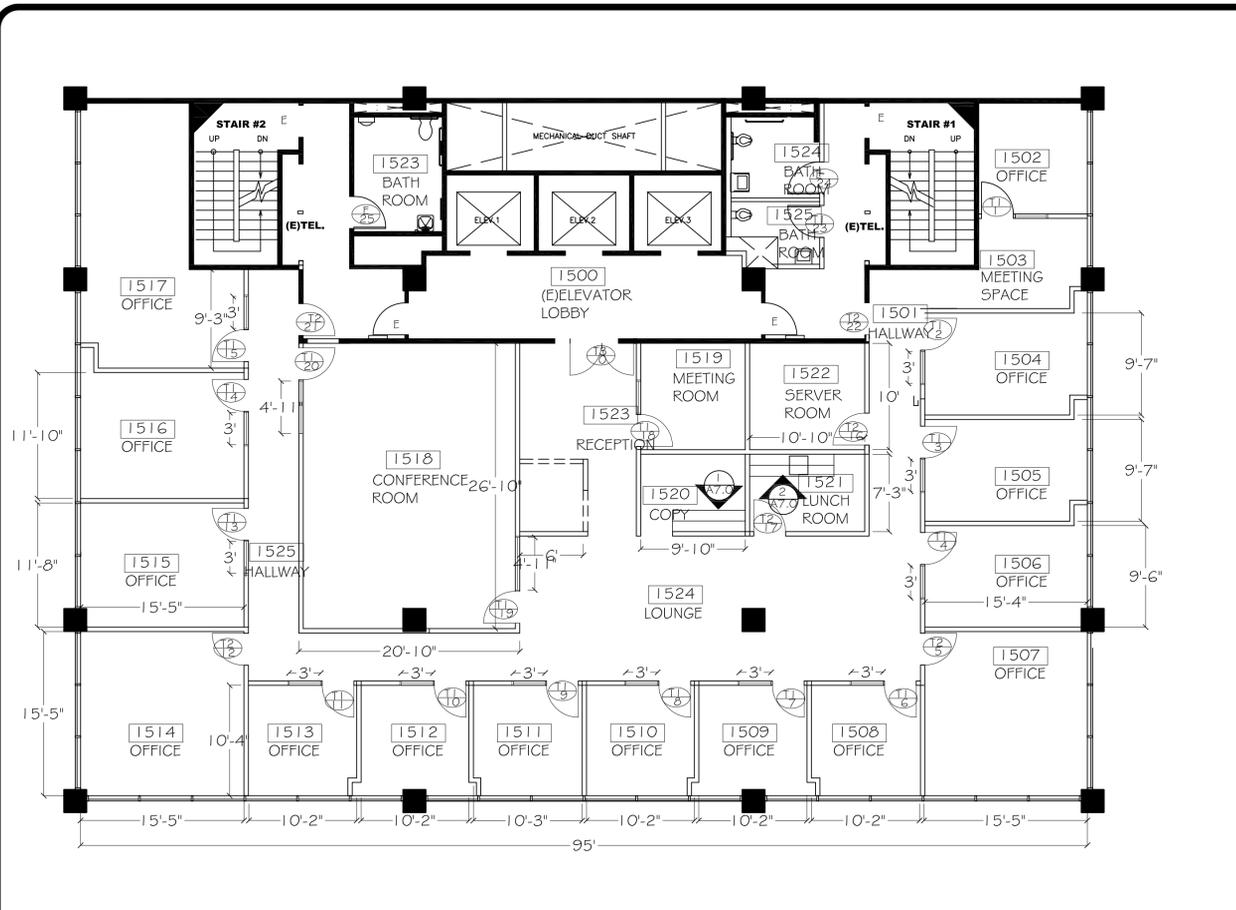
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PROJECT MGR.:	REFERENCE:
SCALE: 1/8" = 1'-0"	DATE: 1/13/2016
DRAWN BY: A.S.	

DRAWING TITLE:
DEMOLITION PLAN

SHEET No.:

A-2.0

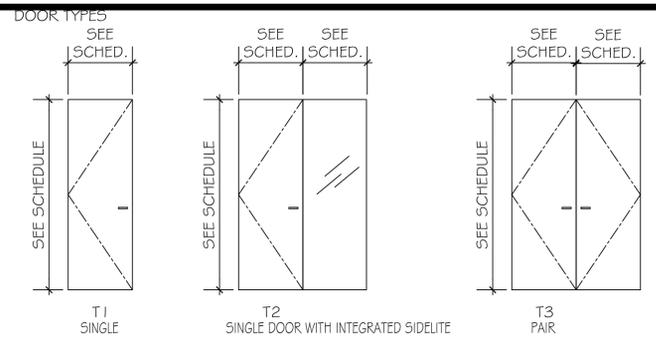


TRUE NORTH
CONSTRUCTION PLAN
 SCALE 1/8"=1'-0"

- LEGEND**
- EXISTING PARTITION.
 - NEW PARTITION. SEE DETAIL D-1.0.0
 - NEW GLAZING
 - DENOTES DOOR AND DOOR SYMBOL. REFER TO DOOR SCHEDULE A-3.1 AND DETAIL D-1.0.
 - DENOTES GLAZING SYMBOL. REFER TO GLAZING SCHEDULE A-3.1 AND DETAIL D-1.0.

- NOTES**
- HDWR-1, PAIR INTERIOR LOCK SET, RATED
 - 8 BALL BEARING HINGES
 - 1 LOCK SET
 - 2 SURFACE CLOSERS
 - 2 FLOOR STOPS
 - 1 COORDINATOR WITH REQUIRED BRACKETS & FILLERS
 - 1 ASTRAGAL
 - 1 AUTO FLUSH BOLT
 - 1 SET OF HEAD AND JAMB SMOKE SEALS
 - 2 MAGNETIC HOLD OPENS
 - HDWR-2, SINGLE INTERIOR LATCH SET
 - 4 HINGES
 - 1 LOCK SET
 - 1 FLOOR STOP
 - 1 CYLINDRICAL DORMERICA 626 LEVER LOCK SET
 - HDWR-3, SINGLE INTERIOR LATCH SET
 - 4 BALL BEARING HINGES
 - 1 LOCK SET
 - 1 SURFACE CLOSER
 - 1 FLOOR STOP
 - 1 SET OF HEAD AND JAMB SMOKE SEALS

WDW TYPE	WIDTH	HEIGHT	THK.	MATERIAL	TYPE	REMARKS
1	PLAN SHOWN	FULL HEIGHT	1/4"	TEMP. GLASS	TIMELY FRAME	1/4" TEMPERED CLEAR GLASS. INTEGRATED SIDELITE



DOOR, FRAME AND HARDWARE GROUP SCHEDULE

DOOR #	DIMENSIONS			MATERIAL	FINISH	FRAME		ASSEMBLY RATING		HARDWARE GROUP	REMARKS
	WIDTH	HEIGHT	THK.			MATERIAL	FINISH	FIRE RATING	SMOKE LABEL		
0	6'-0"	7'-9"	1-3/4"	MCWD	ST	HM	FF	90 MIN.	5	1	PAIR DOOR WITH MAGNET HOLDER
1	3'-0"	7'-0"	1-3/4"	SCWD	ST	HM	FF	-	-	2	REPLACE EXISTING DOOR
2	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
3	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
4	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
5	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
6	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
7	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
8	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
9	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
10	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
11	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
12	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
13	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
14	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
15	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
16	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
17	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
18	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
19	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
20	3'-0"	7'-0"	1-3/4"	SCWD	PT	TM	FF	-	-	2	
21	3'-0"	7'-3"	1-3/4"	MCWD	ST SP	HM	FF	20 MIN.	5	3	
22	3'-0"	7'-3"	1-3/4"	MCWD	ST SP	HM	FF	20 MIN.	5	3	
23	3'-0"	7'-3"	1-3/4"	MCWD	ST SP	HM	FF	20 MIN.	5	3	LOCK FOR BATHROOM
24	3'-0"	7'-3"	1-3/4"			HM	FF	20 MIN.	5		EXISTING DOOR RELOCATED
25	3'-0"	7'-3"	1-3/4"			HM	FF	20 MIN.	5		EXISTING REMAIN

HARDWARE SETS

- HDWR-1, PAIR INTERIOR LOCK SET, RATED
- 8 BALL BEARING HINGES
- 1 LOCK SET
- 2 SURFACE CLOSERS
- 2 FLOOR STOPS
- 1 COORDINATOR WITH REQUIRED BRACKETS & FILLERS
- 1 ASTRAGAL
- 1 AUTO FLUSH BOLT
- 1 SET OF HEAD AND JAMB SMOKE SEALS
- 2 MAGNETIC HOLD OPENS
- HDWR-2, SINGLE INTERIOR LATCH SET
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- 1 FLOOR STOP
- 1 CYLINDRICAL DORMERICA 626 LEVER LOCK SET
- HDWR-3, SINGLE INTERIOR LATCH SET
- 4 BALL BEARING HINGES
- 1 LOCK SET
- 1 SURFACE CLOSER
- 1 FLOOR STOP
- 1 SET OF HEAD AND JAMB SMOKE SEALS

DOOR ASSEMBLY NOTES

1. ALL DOORS, FRAME AND HARDWARE SHALL BE TIMELY ALUMATONE DOOR FRAME WITH INTEGRATED SIDE LITE.
2. ENTRANCE DOORS: BLDG. STD. SOLID CORE CLEAR FINISH OAK DOOR. FRAME FINISH: HOLLOW METAL FRAME, PAINTED AT SITE. LOCK SET: BLDG. STD. MORTISE LOCK. ENTRY-W/O CYLINDER. CYLINDER TO BE PROVIDED BY BUILDING MANAGEMENT. OFFICE : TO BE PROVIDED BY OTHERS LATCH SET: TO BE PROVIDED BY OTHERS CLOSER: NORTON 7700 SERIES HINGES: STANLEY FBB-179 4/1/2"x4 1/2" STOP: QUALITY 432
3. ALL HINGES AT RATED ASSEMBLIES SHALL BE BALL BEARING.
4. ALL LOCK CYLINDERS AND KEYS SHALL BE COORDINATED WITH LANDLORD/TENANT.
5. ALL NEW DOOR HARDWARE SHALL BE TITLE 24 AND TITLE 19 COMPLIANT LEVER TYPE.
6. ALL FRAMES SHALL HAVE SILENCERS OR MUTE STRIPS. FOR NOISE REDUCTION.
7. CONTRACTOR TO NOTE THAT 1/8" IS THE MAXIMUM ALLOWABLE GAP BETWEEN A PAIR OF DOOR LEAVES.
8. CONTRACTOR TO COORDINATE THROAT OPENING OF DOOR FRAMES WITH THICKNESS OF SCHEDULED PARTITION.

ABBREVIATIONS

- AL ALUMINUM
- FF FACTORY FINISH
- GL GLASS
- HM HOLLOW METAL
- PT PAINTED
- PL PLASTIC LAMINATE
- HC HOLLOW CORE
- SC SOLID CORE
- ST STAINED
- CL CLEAR
- WD WOOD
- SP SPLIT DOOR FINISH (STAINED)
- TM TIMELY FRAME (FACTORY FINISH)

DESIGN & CONTRACT
 OFFICE SEKKEI AMERICA, INC.
 20855 S. WESTERN AVE. SUITE 120
 TORRANCE, CA 90501 U.S.A.
 Tel: (310) 715-1001
 Fax: (310) 527-2185

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- ISSUES & REVISIONS:**
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NOTE:

KAJIMA DEVELOPMENT CORPORATION
 250 E. 1ST STREET, #1500
 LOS ANGELES CA 90012

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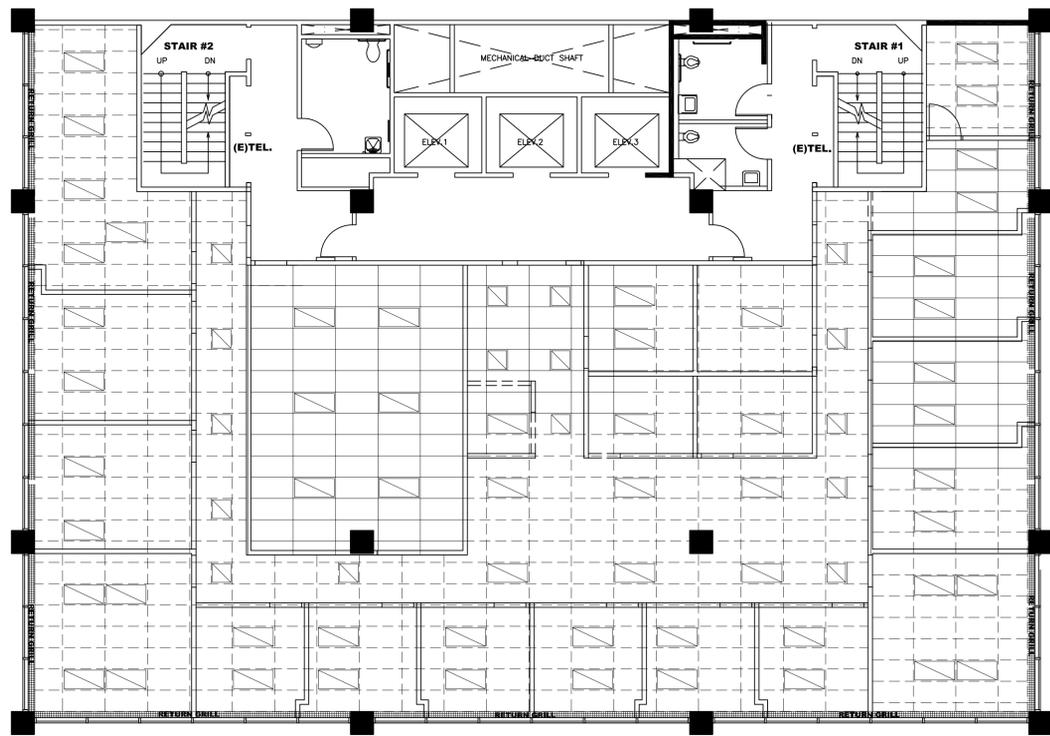
PROJECT MGR.: REFERENCE:

SCALE: 1/8"=1'-0" DATE: 1/13/2016 DRAWN BY: A.S.

DRAWING TITLE:
 CONSTRUCTION PLAN

SHEET No.:

A-3.0



 TRUE NORTH
 REFLECTED CEILING PLAN
 SCALE 1/8"=1'-0"

LEGEND

-  EXISTING & NEW 2'X4' T-BAR CEILINGS, BLDG STD. ARMSTRONG GRID PRELUDE XL AND ARMSTRONG CORTEGA TILE #769 2' X 4' WHITE.
-  BLDG. STD. 2'X4' FULLY RECESSED LED FIXTURE. RECESSED DIRECT/INDIRECT FIXTURE.
-  BLDG. STD. 2'X2' FULLY RECESSED LED FIXTURE. RECESSED DIRECT/INDIRECT FIXTURE.
-  BLDG. STD. EXIT SIGN. LITHONIA EDGE LIT LRP SERIES WITH LED LAMP AND GREEN LETTERS.
-  DENOTES BUILDING STANDARD SWITCH WITH OCCUPANCY SENSOR. GREENGATE SERIES.

NOTES

DESIGN & CONTRACT
 OFFICE SEKKEI AMERICA, INC.
 20655 S. WESTERN AVE. SUITE 120
 TORRANCE, CA 90501 U.S.A.
 TEL: (310) 715-1001
 FAX: (310) 527-2185

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ISSUES & REVISIONS:

- △ _____
- △ _____
- △ _____
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NOTE:

KAJIMA DEVELOPMENT CORPORATION

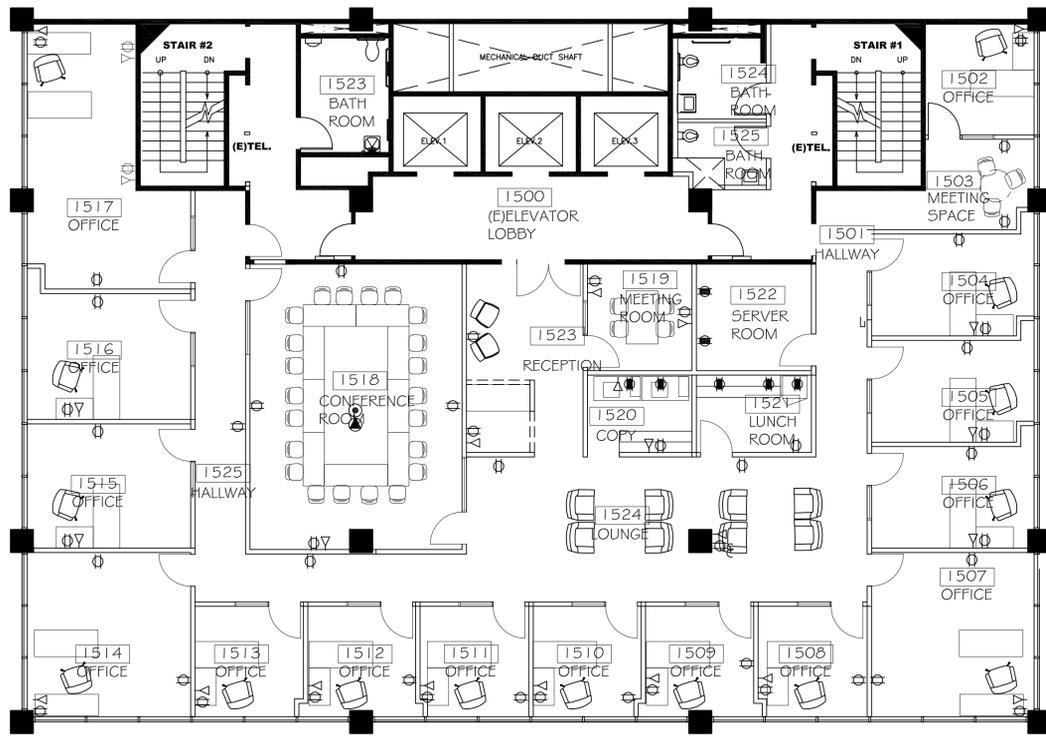
250 E. 1ST STREET, #1500
 LOS ANGELES CA 90012

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PROJECT MGR.:		REFERENCE:
SCALE: 1/8"=1'-0"	DATE: 3/15/2013	DRAWN BY: A.S.
DRAWING TITLE: REFLECTED CEILING PLAN		

SHEET No.:

A-4.0



 TRUE NORTH
 UTILITY PLAN
 SCALE 1/8" = 1'-0"

LEGEND

- ⊕ DENOTES DUPLEX RECEPTACLE.
- ⊕ DENOTES QUADRUPLUX RECEPTACLE.
- △ DENOTES DATA/COMMUNICATIONS OUTLET.
- ⊕ DENOTES DEDICATED DUPLEX RECEPTACLE.
- ⊙ DENOTES FLOOR MOUNT DUPLEX RECEPTACLE.
- ▲ DENOTES FLOOR MOUNT DATA/COMMUNICATIONS OUTLET.

NOTES

- POWER/VOICE/DATA NOTES
- 1 ELECTRICAL CONTRACTOR TO COORDINATE LOCATION WITH FURNITURE VENDOR EXACT LOCATION OF POWER OUTLETS AT WALLS BEFORE INSTALLATION. TYP.
 - 2
 - 3 ALL NEW SWITCHES AND ELECTRICAL OUTLET DEVICES AND COVER PLATES TO MATCH BUILDING STANDARD.
 - 4 PROVIDE 2" CONDUIT FROM TENANT'S TELEPHONE BACKBOARD TO THE BUILDINGS' TELEPHONE RISER CLOSET.
 - 5 (1) 4" SLEEVES.
 - 6 (1) NEMA 5-20 OUTLETS, WALL MOUNTED.
 - 7 (1) 3" CONDUIT FROM MAIN TELCO CLOSET TO THE SUITE.

DESIGN & CONTRACT
 OFFICE SEKKEI AMERICA, INC.
 20655 S. WESTERN AVE. SUITE 120
 TORRANCE, CA 90501 U.S.A.
 TEL: (310) 715-1001
 FAX: (310) 527-2185

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ISSUES & REVISIONS:

- △ _____
- △ _____
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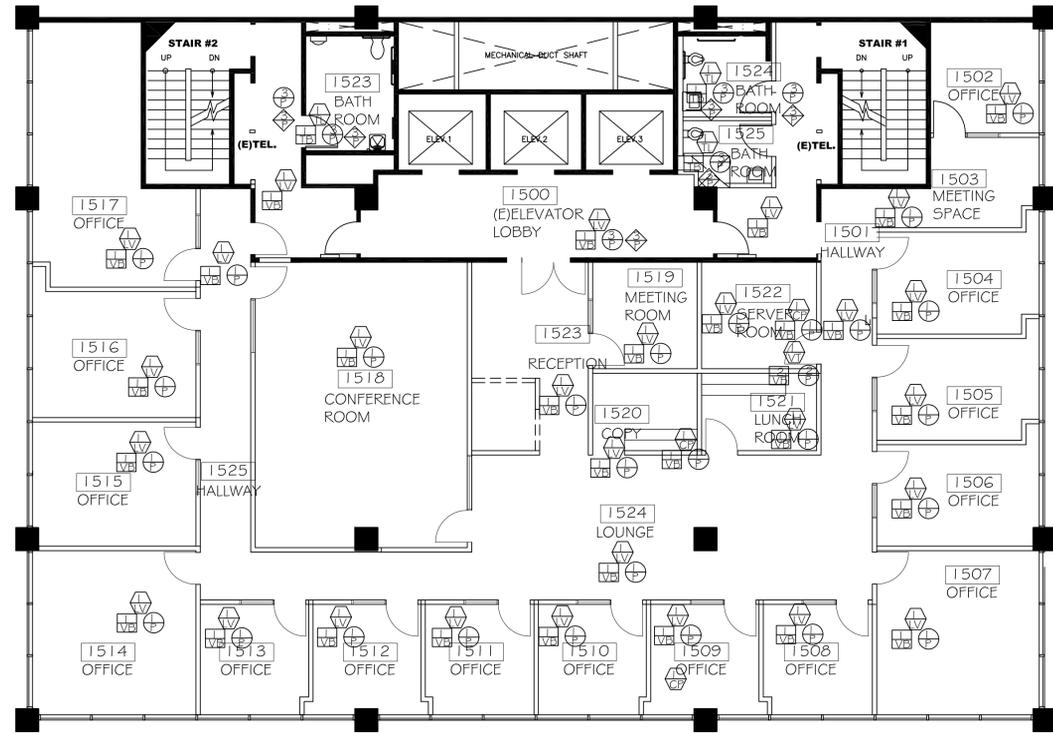
NOTE:

KAJIMA DEVELOPMENT CORPORATION
 250 E. 1ST STREET, #1500
 LOS ANGELES CA 90012

CHECK

PROJECT MGR.:	REFERENCE:
SCALE: 1/8"=1'-0"	DATE: 1/13/2016
DRAWN BY: A.S.	
DRAWING TITLE: UTILITY PLAN	
SHEET No.:	

A-5.0



TRUE NORTH
FINISHPLAN
 SCALE 1/8" = 1'-0"

LEGEND

	FLOOR FINISHES
	FLOOR BASE FINISHES
	WALL FINISHES
	CEILING FINISHES
	TRANSITION OF DIFFERENT FLOORING MATERIALS. IF OCCURS UNDER DOOR, CENTER UNDER DOOR.

- KEY NOTES**
- 1 REPAINT BLIND COVE THROUGHOUT, P-1.
 - 2 PAINT P-3 THROUGHOUT IN BATHROOM WALL & CEILING (HARD LID CEILING) FOR NEW AND EXISTING WALL.
 - 3 PAINT P-3 CORRIDOR WALL AND CEILING NOT INCLUDING ELEVATOR DOORS.
 - 4 PAINT NEW DOOR FRAME WITH P-3.

FINISH SCHEDULE

DESIGNATION	DESCRIPTION	MAF./FIN./COLOR	
LV-1	LUXURY VINYL TILE	MOHAWK / SELECT STEP/TBD	DIRECT GLUED
VB-1	4" VINYL BASE	BURKE VINYL BASE	
P-1	PAINT	DUNN EDWARDS, DEW341 SWISS COFFEE	FLAT FINISH
P-2	PAINT	DUNN EDWARDS, DE6375 CASTLEROCK	SEMI GLOSS
P-3	PAINT	DUNN EDWARDS, Q8-16 SILVER DOVE	SEMI GLOSS

- FLOOR FINISH NOTES**
- 1 CONTRACTOR TO ENSURE THAT EXISTING CONCRETE FLOOR SLAB TO BE EVEN AND THAT SURFACE VARIES NO MORE THAN 1/4" IN 10'-0", FLOAT FLOOR AS NECESSARY. EACH SIDE OF THE DOOR SHALL BE LEVEL 5'-0" X 5'-0"
 - 2 CONTRACTOR TO COORDINATE WITH CARPET VENDOR TO ENSURE THAT EXISTING FLOOR HAS BEEN PREPARED PER MANUFACTURER'S RECOMMENDATIONS AND THE LATEST GUIDELINES OF THE CARPET AND RUG INSTITUTE PRIOR TO FULL INSTALLATION. IF SUBSTRATE IS DAMAGED CONTRACTOR TO QUALIFY BEST METHOD TO PREPARE FLOORING TO RECEIVE NEW FINISH. NOTICEABLE DEFECTS THROUGH NEW WORK, SHALL RESULT IN REINSTALLATION OF FINISH TO SATISFACTION OF TENANT.
 - 3 ALL CARPET TO BE FROM SAME DYE LOT. SUBMIT A SEAMING DIAGRAM TO ARCHITECT FOR REVIEW AND APPROVAL BEFORE INSTALLATION. PROVIDE CARPET STOCK OF 5%.
 - 4 ALL TRANSITIONS BETWEEN DIFFERENT FLOOR FINISHES TO BE FLOATED AS NECESSARY FOR A SMOOTH AND EVEN TRANSITION. TRANSITIONS SHALL OCCUR AT CENTERLINE TO DOOR OPENINGS, U.O.N.
 - 5 AT ALL CARPET TO VCT TRANSITIONS, PROVIDE RUBBER TRANSITION STRIP TO MATCH RUBBER BASE.

- WALL FINISH NOTES**
- 1 PRIOR TO APPLICATION OF PAINT, ALL SURFACES ARE TO BE PROPERLY PREPARED, TAPED AND TEXTURED AS REQUIRED FOR SMOOTH SURFACE. ALL TRANSITIONS BETWEEN MATERIALS ARE TO BE SMOOTH.
 - 2 AT NEW WALL FINISH LOCATIONS, PRIME WALLS AS NECESSARY WITH APPROPRIATE COLOR TO AVOID "READ" THROUGH.
 U.O.N. ALL TELEPHONE BACKBOARD OR ELECTRICAL PANELS TO BE PAINTED.
 ALL PAINTING BIDS HAVE TO INCLUDE REPAINTING WINDOW MULLIONS AND DOOR FRAMES AS NEEDED, TYP.
 - 3 FOR ANY WALLCOVERING INSTALLATION SCHEDULED AT THE SPACE, CONTRACTOR TO TEST HANG THREE PANELS OF ALL WALLCOVERING FOR ARCHITECT REVIEW AND APPROVAL PRIOR TO FULL INSTALLATION.
 - 4 AT PRIOR WALLCOVERED WALLS, CONTRACTOR TO ASSESS BEST METHOD TO PREPARE SURFACE AS REQUIRED TO INSTALL NEW FINISH PER MANUFACTURER'S RECOMMENDATIONS.

- GENERAL NOTES**
- 1 PROTECT ALL COMMON AREA FINISHES NOT SCHEDULED FOR MODIFICATION. HANG AND LAY VISQUEENT TO PROTECT AREAS NOT IN SCOPE OF WORK.
 - 2 CONTRACTOR TO PROVIDE SUBMITTALS OF ALL FINISH SAMPLES, SHOP DRAWINGS AND/OR PRODUCT INFORMATION TO ARCHITECT FOR APPROVAL PRIOR TO ORDER PLACEMENT.
 - 3 ALTERNATES TO SPECIFIED FINISHES SHALL NOT BE ACCEPTED WITHOUT PRIOR WRITTEN CONSENT OF ARCHITECT.
 - 4 CONTRACTOR TO PROVIDE MAINTENANCE SPECIFICATIONS AND RECOMMENDATIONS AS WELL AS MATERIAL AND LABOR WARRANTIES TO TENANT AT PROJECT COMPLETION.
 - 5 ALL SUBSTRATES SHALL BE CLEANED AND PREPARED IN ACCORDANCE WITH MANUFACTURER'S RECOMMENDATIONS. CONTRACTOR TO INCLUDE ALL NECESSARY TESTING (MOISTURE, MOLD, ASBESTOS, ETC) AS REQUIRED. INSTALL NEW FINISHES PER MANUFACTURER'S RECOMMENDATIONS AND MAINTAIN PRODUCT WARRANTIES.
 - 6 CONTRACTOR TO VERIFY ANY EXISTING BLINDS TO REMAIN. TO BE IN GOOD CONDITION. REPAIR/ INSTALL BUILDING STD. BLINDS AS NECESSARY AT ALL PERIMETER GLASS. RESEGMENT AS NECESSARY FOR NEW LAYOUT. PROVIDE SEPARATE BID.
 - 7 UTILIZE VOC FREE ADHESIVES FOR ALL INSTALLATIONS.
 - 8 REFER TO BLDG. STD. FOR ADDITIONAL INFORMATION.
 - 9 REFER TO MILLWORK GENERAL NOTES FOR ADDITIONAL INFORMATION.
 - 10 REFER TO MILLWORK ELEVATIONS FOR PLASTIC LAMINATE FINISH LOCATIONS.

DESIGN & CONTRACT
 OFFICE SEKKEI AMERICA, INC.
 20655 S. WESTERN AVE. SUITE 120
 TORRANCE, CA 90501 U.S.A.
 Tel: (310) 715-1001
 Fax: (310) 527-2185

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ISSUES & REVISIONS:

NOTE:

KAJIMA DEVELOPMENT CORPORATION
 250 E. 1ST STREET, #1500
 LOS ANGELES CA 90012

CHECK

PROJECT MGR.:	REFERENCE:
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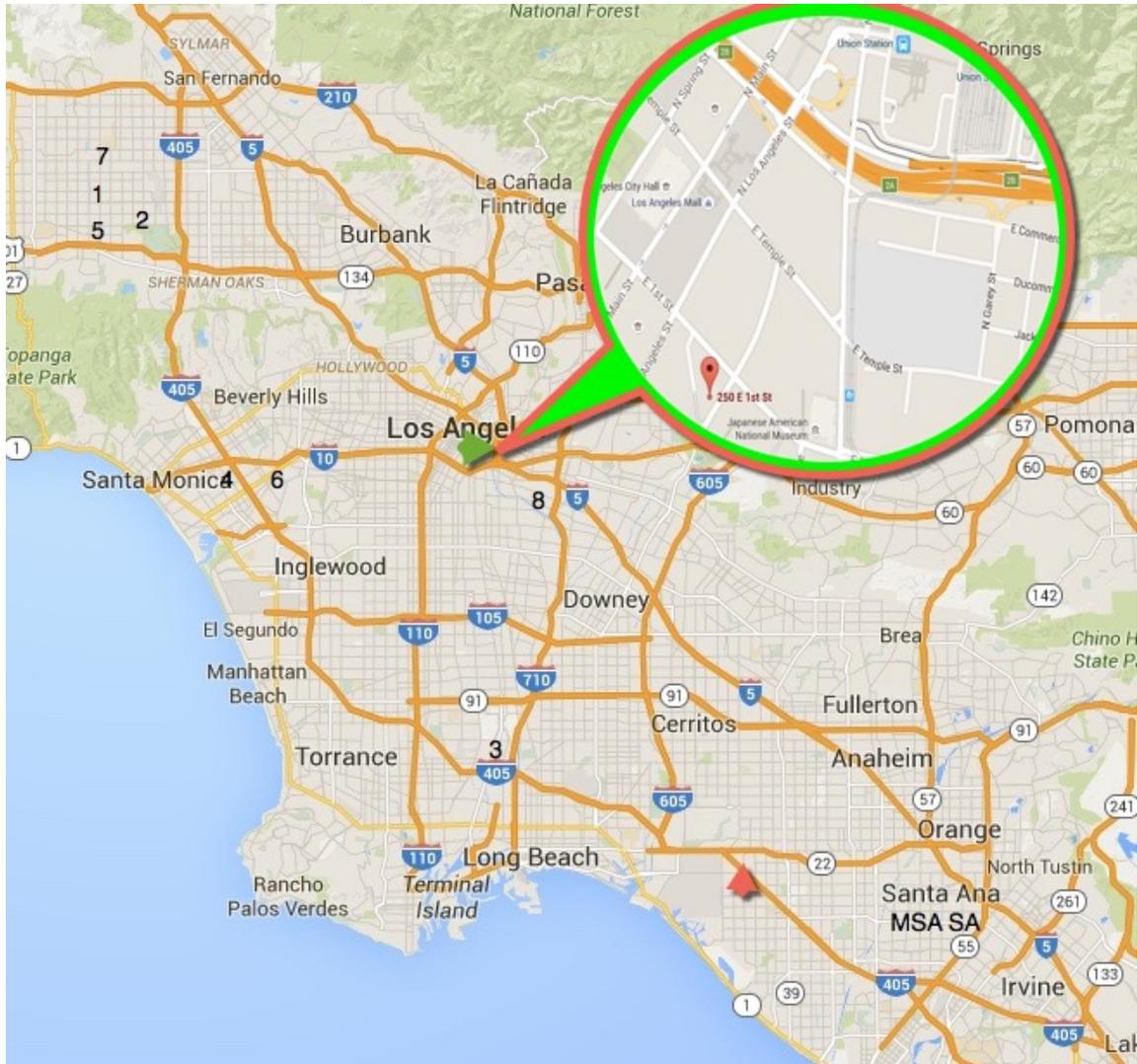
SCALE:	DATE:	DRAWN BY:
1/8"=1'-0"	1/13/2016	A.S.

DRAWING TITLE:
 FINISH PLAN

SHEET No.:
A-6.0

Map Showing New Office Location

To give you a sense of scale, the distance between MSA 7 and MSA Santa Ana is 60 miles and downtown Los Angeles is half way between them.



<http://www.metrolinktrains.com/routes/>



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II I
Date:	February 11, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Caprice Young, Ed.D., CEO & Superintendent
RE:	Response to 20 th St. Elem. Schools Parent Trigger Action

Proposed Board Recommendation

I move that the board allow the staff to respond to the 20th Street parent trigger charter Request For Proposals to open in 2016-17 and to delay opening of other new 2017-18 schools as needed to ensure the success of existing current schools and 20th Street elementary.

Background

As we discussed regarding the Palm Lane trigger action, the California Parent Empowerment Act (“parent trigger”) allows parents of students in the chronically lowest performing schools in the state to bring forward petitions signed by a majority of parents to compel the district to make the changes they seek. They also have the authority to select a charter school to take over the operations of their school based upon criteria they devise. While the Anaheim Palm Lane trigger action continues to be held up in court, the parents of 20th Street Elementary School in downtown Los Angeles have moved forward.

The 20th Street parents' campaign to transform their school during the 2014-2015 school year concluded with a negotiated agreement with LAUSD. This agreement was captured in a multi-page plan with the major promises being: 1) an articulation pipeline to the NAVA middle school; 2) comprehensive teacher professional development; and, 3) specific administrative support from the district.

Unfortunately, this fall, the parents found that LAUSD and 20th Street staff were not living up to their end of the bargain. Administrative personal was pulled from the school. The new principal stated that he "did not want to ruffle any feathers" in improving the school. Parents met with former Superintendent Cortines to express their concern. They finally lost confidence at a November meeting at the school when they were once again presented with a professional development plan, which was to have started in August, but had not, and which contained no commitment to further dates of implementation.

Over the last two months, the parents re-circulated a new parent trigger petition requiring the district to allow them to select a charter to take over the school. Until Saturday morning, there had been no opposition to the petition drive. On Saturday, in compliance with the Zimmer resolution, parents held a public forum to discuss the reasons for and intention of the campaign.

According to Parent Revolution, on February 1, they turned in petitions representing 58 percent of the students. See the attached for the letter that parents gave to Superintendent Michelle King along with their petitions. This letter summarizes a lot of the information and the parents' perspective about the school situation. The success of this kind of parent empowerment requires high quality school operators who value the efforts and drive of parents and are willing to respond to their call.

We anticipate that the RFP may become available prior to the next board meeting and wanted to gauge your level of support for our moving forward. Because the school would not require student recruitment efforts or facilities development, our team would be able to focus efforts on a deep collaboration with parents and teacher recruitment. The structure of the school's budget is financially viable in year one and would have the effect of strengthening Magnolia as a whole.

Background on 20th Street Elementary

- * Last year, only 19% of the students were at grade level in English
- * Last year, only 20% of the students were at grade level in Math (ELA and math [results listed here](#))
- * The school's last API score was 746 (from 2013, when the state last calculated new scores). In the entire 14-year history of the API score, the school has never met the state's target score of 800.
- * The last time new API scores were calculated (in 2013), 20th Street was ranked in the bottom 20% of elementary schools in the state, and the bottom 30% even for schools that have similar demographics ([CDE data here](#))

Demographics of 20th Street Elementary

- * The school currently has 595 students.
- * Last year's demographics: 94% Latino, 4% African-American ([data here](#)), 92% low income, 49% English Learners ([data here](#))

This [video report from Al Jazeera America](#) and [this article from the Hechinger Report](#) both provide good coverage of last year's original Parent Trigger campaign at the school.

Budget Implications

The structure of the school's budget is financially viable in year one and would have the effect of strengthening Magnolia as a whole. Some start up work would be required during 2015-16 prior to the opening of the school.

Name of Staff Originator:

Caprice Young, CEO & Superintendent

Attachments

Letter to Michelle King

20th Street Elementary Parents Union
1427 E.23rd St.
Los Angeles, CA 90011

February 1, 2016

Michelle King
Superintendent
Los Angeles Unified School District
333 S Beaudry Ave.
Los Angeles, CA 90017

Dear Superintendent King,

We, the 20th Street Elementary Parents Union, believe that our school is failing to give our children the education they need and deserve. We know this is true because for more than 15 years our school has failed to meet the state's expected API score of 800, and according to the most recent 2015 CASSPP results over 75% of students are below grade level in English Language Arts and Mathematics. These results are alarming and concern us as parents.

In response to these statistics and our own experiences at the school, we the 20th Street Elementary Parents Union, decided last year to collect petitions under the California Parent Empowerment Law. After the start of last year's petition campaign, LAUSD leadership came to us and proposed their own school turnaround plan, and encouraged us to support their plan instead of submitting our Parent Empowerment petitions. After much negotiation, we agreed to work in good faith with the District and support their plan, and we discarded the petitions we had already collected representing a majority of families at the school.

Unfortunately, the Plan that the District promised to implement at the beginning of this 2015-2016 school year has not been faithfully implemented. Among the important promises that have been broken are:

- **School turnaround leadership:** Parents were promised that Tommy Welch, a principal with a strong track record in our community, would oversee the turnaround effort at 20th Street Elementary. When that didn't work out, parents were then promised that Mr. Hugo Carlos, another principal with a strong track record in our community, would oversee the turnaround effort. Shortly after the start of the school year, the principal informed parents that now Mr. Hugo Carlos was removed from this assignment. No further information has been provided.
- **School leadership:** Parents were promised that a strong and experienced school leader would take over the school. Instead, the District gave us a first-year principal with no prior experience leading a school turnaround effort. Parents

were never allowed to interview principal candidates or be part of the process in any way.

- **Professional Development:** We were promised that teachers would get professional development before the start of the 2015-2016 school year. This never happened. Parents were also promised ongoing professional development for teachers to help them improve. Neither the school nor the district has made any commitment to when this will actually start, despite our repeated requests for information.
- **School climate:** Parents were promised a new and renewed school climate. Many parents still report feeling disrespected and unwelcomed at the school. At school meetings, the Principal and the District talk of upcoming events and activities, instead of focusing on the academic progress of students.
- **Sense of urgency:** Parents were promised that the District would implement its plan with a sense of urgency and with the full buy-in of school staff. Instead, the District refused to even acknowledge that the plan was finalized until three months into the school year.

Because of the broken promises and lack of any meaningful improvement at the school, we the Parents Union, are disappointed and have lost faith in the school District's ability to effectively implement the Plan with the urgency that our children need. We are now almost halfway through the school year and we have had been staying involved and asking hard questions of the school and the District. It has become clear that right now, there is no plan to improve our school and implement the promises that were made to us. Our children and their families have been silently waiting for far too long. When we put aside the petition and placed our trust in the District, we were hopeful that we would see a big change for our children. Unfortunately the District has not kept its promises to us and to our children.

This year, in order to ensure that our children have access to a high quality public education soon rather than later, our Parents Union voted to circulate a second "Parent Empowerment" petition with the Restart Model as our selected option. This will give us the option to select a high quality public charter school that can transform 20th St. Elementary and meet our children's needs.

We are therefore submitting these petitions from parents representing 57% of the students at 20th Street Elementary School. We will be launching a Request for Proposal (RFP) process immediately as the first step to solicit and select a partner to run our school.

The lead petitioners submitting these petitions are Guadalupe Aragon and Omar Calvillo and can be reached at (213) 493-1006 and (213) 359-2602 respectively. They will be your point of contact for the 20th Street Elementary School Parents Union. To reach us by e-mail, please contact 20thstreetparentsunion@gmail.com.

Our children deserve the best education and we, as parents, must work towards ensuring our school improves.

Sincerely,
Guadalupe Aragon, Coordinator
Omar Calvillo, Secretary
20th Street Elementary Parents Union



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	IV A
Date:	February 11, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Caprice Young, Ed.D., CEO & Superintendent
RE:	Board Committee 18 Month Plans Discussion Item

Proposed Board Recommendation

For Discussion

Background

At the October board retreat, the board re-established committee membership and committed to looking forward 18 months to predict goals for committee actions and considerations moving forward in the name of collaborative planning. Throughout the following months, the committees have met several times to establish goals. The committee membership and draft goals are attached for the purposes of dialog during the board meeting. These are living documents that will necessarily evolve over time as the board achieves goals and learns to use the tool in a manner that best serves transparent, effective governance.

Budget Implications

Strong planning and decision making will increase resource usage effectiveness.

Name of Staff Originator:

Caprice Young, CEO & Superintendent

Attachments

Committee Structure

18 Month Plans

Board Committees
February 11, 2016

Officers of the Board

Dr. Umit Yapanel, President
Saken Sherkanov, Secretary
Noel Russell-Unterburger, Treasurer

Committee: Academic Excellence Committee

Purpose: The Academic Excellence Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for working with the CEO to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals. The Academic Excellence Committee also presides over expulsion hearing appeals. The Academic Excellence Committee shall be assisted by the CEO and CAO.

Membership: Ali Korkmaz (Chair), Saken Sherkanov, other non-board experts as appointed by the committee

Meeting Frequency: Quarterly or as needed

Committee: Facilities Committee

Purpose: The Facilities Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for matters pertaining to facilities planning and acquisition, as well as capital planning in conjunction with the Finance and Audit Committee in accordance with the established policies and practices approved by the Board of Directors. The Facilities Committee shall be assisted by the CEO and COO.

Membership: Nguyen Huynh (Chair), Umit Yapanel, other non-board experts as appointed by the committee

Meeting Frequency: Quarterly or as needed

Committee: Finance and Audit Committee

Purpose: The Finance and Audit Committee is commissioned by and responsible to the Board of Directors. It has the responsibility for working with the CEO and Chief Financial Officer (CFO) to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the charter school's assets. It also selects the auditor and oversees the approval of the annual schools and consolidated audits. The Finance and Audit committee shall be assisted by the CEO and CFO.

Membership: Noel Russell-Unterburger (Chair), Serdar Orazov, other non-board experts as appointed by the committee

Meeting Frequency: Monthly

Committee: Governance Committee

Purpose: The Governance Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for matters pertaining to Board of Directors recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of the

organization as well as established policies and practices approved by the Board of Directors. The Governance committee shall be assisted by the CEO and COO.

Membership: Mustafa Kaynak (Chair), Umit Yapanel, other non-board experts as appointed by the committee

Meeting Frequency: Quarterly or as needed

Committee: Parent and Community Committee

Purpose: The Parent and Community Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for ensuring that parents and community members have a voice in the decisions made by Magnolia Public Schools and to address matters related to civic engagement and parent outreach. The Parent and Community Committee shall be assisted by the CEO and Chief External Officer (CXO).

Membership: Diane Gonzalez (Chair), Remzi Oten, other non-board experts as appointed by the committee

Meeting Frequency: Quarterly or as needed

Committee: Personnel Committee

Purpose: The Personnel Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for matters pertaining to personnel policies, compensation, recruitment, orientation, training, and evaluation in accordance with the established policies and practices approved by the Board of Directors. The Personnel Committee may, from time to time, serve as an appeals body in personnel matters. The Personnel Committee shall be assisted by the CEO and Chief Human Resources Officer (CHRO).

Membership: Saken Sherkanov, Nguyen Huynh, other non-board experts as appointed by the committee

Meeting Frequency: Quarterly or as needed



Academic Committee

18 Month Plan

**18 Month Academic
Committee Plan**

November 30

2015

**Board Goal: All Magnolia Schools are respected for
STEAM excellence**

**Measurements: 1. STEAM
EXPO 2. CST Results 3. New
Science Standards
Framework 2017-2018 4.
Number of Professional
Developments given in
science and STEAM**

ACADEMIC COMMITTEE 18 MONTH PLAN

Month	Item Review	Decision to Be Made (Vote)	Information Only
January	Comprehensive Interim Assessments by all schools 2nd Interim Assessment	No	Yes
February	Review of Summer School Contract Learn for Life Professional Development In-Service for Teachers and Staff Contract Review.		
March	Review of data outcomes from Interim Assessment SBAC window opens/MAP Spring Testing Vendor Renewal/Additions	No Yes-Vendor Renewals/additions	Yes-presentation
April	Review of data outcomes And school enrollment targets	No No (enrollment)	Yes-Presentation
May	CAASPP Completion	No	No data available until June-July
June	Summer School Begins	No No (enrollment)	Yes-Academic Report No-Action on contracts

ACADEMIC COMMITTEE 18 MONTH PLAN

July	CAASPP Results Released	No	Yes-Data Results
August	CELDT Testing window opens	No	No-Action
September	Implementation of PD	No	Yes
October	MAP Fall Testing	No	Yes
November	CELDT Testing Magnolia-wide	No	Yes-Presentation
December	Data Presentation by Principals First Interim Assessment Academic Target Review	No	Yes

Academic Committee Dashboard

Category	Measure- CTQ	Status	Result	Target %	Measurement and Definitions
Student Achievement	Student benchmark participation	RED		100%	% of schools meeting 100% participation in benchmark testing (MAP and Interim Assessments)
	Student benchmark Reading	YELLOW		70%	% of schools yellow or green in reading
	Student benchmark math	GREEN		70%	% of schools yellow or green in math
Instructional Quality	Principal Quality	RED		90%	% of schools meeting principal quality threshold
	Teacher Quality –	YELLOW		90%	% of schools meeting teacher quality threshold
	Teacher Quality- new	GREEN		TBD (less than 5% per school)	% ratio of ineffective behaviors
Student/School Culture	Teacher Vacancies	RED		100%	# of teacher vacancies across network
	Teacher Attendance	YELLOW		100%	% of schools meeting 95% teacher attendance threshold
	Student attendance	GREEN		100%	% of schools within 5% of enrollment targets
	Number of Suspensions and Expulsions			Less than 1% by district measurements	% of sc

ACADEMIC COMMITTEE 18 MONTH PLAN

Key:

CTQ: Critical to Quality

100% of target

Within 10% of target

More than 10% of Target

General Purpose

The academic committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for matters pertaining to Board of Trustees oversight of academic programming in all Magnolia Schools in accordance with the bylaws of the organization as well as established policies and practices approved by the Board of Trustees.



Facilities Committee

18 Month Plan

Magnolia Public Schools
School Growth & Facilities
18-Month Objectives
January 14, 2016

Overarching Goal: Develop a best in class portfolio of permanent school facilities that are high quality, cost efficient and support the mission and academic programs of Magnolia Public Schools.

Goal #1: Create a baseline capital plan that will include a process to create a multi-year capital budget.

1. Create and complete a facilities needs assessment that includes short and long term solutions.
2. Develop a baseline capital plan including school-by-school enrollment projections, anticipated revenue, cash flow projections, school enrollment capacity based on charter petition and facilities.
3. Establish capacity for capital improvement projects based on current baseline and future projections.
4. Seek input from internal stakeholders including principals, finance, outreach and communications to inform the multi-year capital budget.

Timing: Present to Facilities Committee in February 2016 for review; Present baseline plan to full Board in February or March 2016. Present multi-year capital budget to the facilities committee in May 2016 and full Board for approval in June 2016.

Goal #2: Create a detailed facilities development process that provides sufficient planning time to deliver facilities by the target date.

1. Research and develop model floor and site plans for each type of MPS school including K-12, 6-12 span schools, ES, blended learning models.
2. Determine acceptable and measureable cost targets for school facilities development that ensure facilities remain affordable.
3. Assemble a team of experienced and pre-qualified professionals in the areas of site selection, planning & entitlements, environmental assessment, architecture and construction in both southern and northern California.
4. Create an internal growth and facilities cross team working group that includes the regional directors, outreach and communications and finance teams, and others as needed.
5. Establish a process to gain project approval at the school level, C-Level, Facilities Committee and full Board.

Timing: Present to Facilities Committee in April 2016; Present to full Board in May 2016

Goal #3: Provide excellent service to school and home office staff.

1. Streamline process of identifying school needs, in partnership with school site leaders and regional directors.
2. Advocate on behalf of all schools on growth and facilities related matters before multiple entities including, authorizers; local, state and national agencies; third party service providers; and, professionals in the facilities industry.
3. Develop a process to flag, address and track emergency facilities issues.
4. Communicate in a timely and efficient manner, with a maximum 24-hour turnaround on all communications.
5. Coordinate growth and facilities matters across all home office departments as well as with school leaders.
6. Establish monthly board facilities committee schedule.

Timing: Present to Facilities Committee in April 2016; Present to full Board in May 2016 (along with detailed facilities development process).

Goal #4: Build a school facilities pipeline that includes short term and permanent solutions.

1. Develop a five-year facilities master plan with solutions for each existing and all future planned schools, including a calendar of activities.
2. Plan to begin permanent school facilities projects 18-24 months ahead of target delivery date.
3. Conduct multiple variable analyses on all projects to discuss project viability with facilities committee.
4. Ensure that low cost capital is available by developing and maintaining relationships with multiple entities.
5. Lead annual Prop. 39 and long term use agreement processes, including calendar of activities.

Timing: Present to Facilities Committee June 2016; Present to full Board June 2016, with bi-annual updates.



**Magnolia Public Schools
18-Month Facilities Plan
Board of Directors, February 2017**

School: Magnolia Science Academy 1

Current Location:	18238 Sherman Way, Reseda, CA 91335
Site Description & Lessor Information:	Renovated two-story commercial building that is showing its age due to intensity of use. MPS owns the site.
Classrooms & Amenities	20 classrooms, gymnasium, outdoor eating area, parking lot
Enrollment:	536 students
Facility Capacity:	550 seats
Future Growth & Expansion	The addition of a new two story classroom building that will allow the school to have up to 900 students. Partner with the city of Los Angeles and Los Angeles Kings hockey team to develop a sports complex that includes a gymnasium and ice skating rinks. The facilities will serve the needs of the students at MSA 1 during school hours and be used by the community during evenings, weekends and summer breaks.
Additional Information	Magnolia has submitted a proposal to the XQ Super School competition that features a redesign of this school. A key component is the partnership with the city and LA Kings hockey team to deliver the facility and programming associated with it. Luc Robitaille, former Kings player and now head of business operations, has recorded a short video in support of the proposal. The city council office is in full support of the development of the two-story classroom building. The parcel allows charter school development by right, which cuts the approvals needed from city agencies significantly. In 2017 the charter petition will be amended to allow for 900 students, which will require authorizer approval.

Facility Issues:

- I. Age and look of the existing building.
- II. Lack of adequate amenities including an adequate eating area for lunch and sports facilities that meet the needs of students.
- III. Student safety in the alleyway behind the school building due to unfettered vehicular traffic. The school has a paid guard that controls traffic.
- IV. The school is at enrollment capacity due to lack of space.

18-Month Plan, Proposed Solutions:

- I. Update the façade of the existing building including new doors, windows, entrance and signage.
- II. Reroute vehicular traffic to ensure student safety.
- III. Construction of a new school building to increase enrollment capacity to 900 students, including a multi-purpose room and a covered outdoor eating area.
- IV. Construction of a new gymnasium in partnership with the city of Los Angeles and Los Angeles Kings.

School: Magnolia Science Academy 2

Current Location:	17125 Victory Blvd, Van Nuys, CA 91406
Site Description & Lessor Information:	All modular building classroom campus with shared use of athletic fields. Located on the Birmingham Charter High School campus. Leased from LAUSD via a long-term lease agreement.
Classrooms & Amenities	16 core classrooms, office, SPED room, shared use of athletic field and outdoor sport courts.
Enrollment:	476
Facility Capacity:	476
Future Growth & Expansion	Constrained by facilities capacity and enrollment cap in approved charter petition. In 2017 the charter petition will be amended to allow for additional students, which will require authorizer approval.
Additional Information	The school is co-located on a large district campus, Birmingham High School, that converted to a charter school. The district has stated that MSA 2 will stay on this campus long term.

Facility Issues:

- I. Long-term use agreement is expired.
- II. The school is housed in an all-modular classroom campus.
- III. Additional and dedicated outdoor athletic space is needed.

18-Month Plan, Proposed Solutions:

- I. Negotiate a long-term use agreement between the school district and the two other charter schools on the site. MPS has engaged Neal Millard at Musick Peeler to represent MPS.
- II. Apply for Measure K local school bond matching funds to deliver a permanent two-story state of the art facility. New guidelines will be available February 2016.

School: Magnolia Science Academy 3

Current Location:	1254 E Helmick St, Carson, CA 90746
Site Description & Lessor Information:	All modular building classroom campus with shared use of athletic fields. Co-located on an LAUSD campus with Curtiss Middle School. Leased from LAUSD via Proposition 39 annual process.
Classrooms & Amenities	16 core classrooms, office, eating area. Shared PE space.
Enrollment:	451 students
Facility Capacity:	455 students
Future Growth	Constrained by facilities capacity and enrollment cap in approved charter petition. In 2017 the charter petition will be amended to allow for additional students, which will require authorizer approval.
Additional Information	The school is located on a large district campus, Curtiss Middle School that potentially has space for growth. The school administrators have a cooperative relationship.

Facility Issues:

- I. The school is on year-to-year facilities agreement with the school district via Proposition 39, the state law that requires school districts to grant space on district campuses to charter schools that ask for space and follow the requirements.
- II. All modular classroom campus.

18-Month Plan, Proposed Solutions:

- I. Negotiate a long-term use agreement for the site. This is highly political, as the elected board member has to be supportive of the arrangement.
- II. Apply for Measure K local school bond matching funds to deliver a permanent two-story state of the art facility. New guidelines will be available February 2016.

School: Magnolia Science Academy 4

Current Location:	11330 Graham Pl, Los Angeles, CA 90064
Site Description & Lessor Information:	All modular building classroom campus with shared use of athletic fields. Co-located on an LAUSD campus with Webster Middle School. Cramped space that is unappealing and cramped due to presence of tall chain link fence. Leased from LAUSSD via Proposition 39 annual process.
Classrooms & Amenities	10 core classrooms, office, eating area. Shared PE space.
Enrollment:	185 students
Facility Capacity	280 students
Future Growth	Depends on enrollment growth and securing permanent facilities.
Additional Information	

Facility Issues:

- I. The Magnolia campus is segregated from the larger school campus. A fence surrounds the space allocated to MSA 4.
- II. Year to year agreement via Proposition 39 does not allow for planning.

18-Month Plan, Proposed Solutions:

- I. Ensure access to amenities including the auditorium, computer room and other shared spaces.
- II. Apply for Measure K local school bond matching funds to deliver a permanent two-story state of the art facility. New guidelines will be available February 2016.

School: Magnolia Science Academy 5

Current Location	18230 Kittridge St, Reseda, CA 91335
Site Description & Lessor Information	Exclusive use of two-story building with shared use of outdoor space. Co-located on an LAUSD campus with Reseda High School. Leased from LAUUSD via Proposition 39 annual process.
Classrooms & Amenities	8 core classrooms, an office, outdoor eating area, shared use of the athletic facilities
Enrollment	152 students
Facility Capacity	232 students
Future Growth	The host campus has declining student enrollment, which means that excess seat capacity exists on the site. The cooperation of the school and the district will be needed in order to maintain an ever-increasing presence on the site.
Additional Information	The school will open 9 th grade this upcoming school year, adding one high school grade level in each subsequent year.

Facility Issues:

- III. A low number of classrooms are offered to the school on a yearly basis via the Proposition 39 process. The school cannot fully implement the educational program due to this.

18-Month Plan, Proposed Solutions:

- I. Increase the number of classrooms that the district provides at the site on yearly basis.
- II. Apply for Measure K local school bond matching funds to deliver a permanent state of the art facility. New guidelines will be available February 2016.

School: Magnolia Science Academy 6

Current Location	3754 Dunn Dr., Los Angeles, CA 90034
Site Description & Lessor Information	Small former private school campus with an interior courtyard, play space and parking. Leased from a church.
Classrooms & Amenities	6 classrooms, office, outdoor seating area, staff and visitor parking.
Enrollment	175 students
Facility Capacity	180 students
Future Growth	Enrollment is constrained by seat capacity at the current site. There is no additional room to grow.
Additional Information	Parents and students enjoy the setting of this school, as it is a small closed campus with an interior courtyard and play area.

Facility Issues:

- I. The school site only has 6 classrooms. The owners of the site have not been amenable to increasing the capacity of the site by adding a few modular classrooms.

18-Month Plan, Proposed Solutions:

- I. Search for a site for MSA 6. The school can either stay at the current site and have a second site nearby or occupy a larger site in future years.

School: Magnolia Science Academy 7

Current Location	18355 Roscoe Blvd, Northridge, CA 91325
Site Description & Lessor Information	Former private school facility with classrooms, offices, auxiliary spaces, onsite parking, outdoor play areas. Leased from a church.
Classrooms & Amenities	11 classrooms, computer lab, library, SpEd classroom, small cafeteria, offices
Enrollment	292
Facility Capacity	292
Future Growth	The school has an extensive waiting list. Approval from the Planning Department is being sought to increase enrollment to 450 students.
Additional Information	A facility expansion project that includes and additional 7 classrooms, a main office and bathrooms are being planned. It is anticipated that this project will be ready in time for students by Fall 2016.

Facility Issues:

- I. The school site needs additional classroom space in order to increase enrollment.

18-Month Plan, Proposed Solutions:

- I. Amendment to an existing CUP is being sought from the city of Los Angeles. Once approved, the school will be able to enroll 450 students. An additional 7 classrooms, a new main office and restrooms will be added to the site.

School: Magnolia Science Academy 8

Current Location	6411 Orchard Ave, Bell, CA 90201
Site Description & Lessor Information	New campus constructed by the school district and opened in 2010. Leased from the district.
Classrooms & Amenities	17 classrooms, 1 set aside room, offices. Shared use of gymnasium, auditorium and outdoor play areas.
Enrollment	490
Facility Capacity	495
Future Growth	The school will remain at the site with a target enrollment of 495.
Additional Information	The school is located on a shared campus with two other schools. The campus was awarded to Magnolia through the Public School Choice process, which was a competitive process that enabled teams of educators and charter schools to apply to operate (a portion of) the school.

Facility Issues:

- I. The use agreement was not renewed concurrently with the charter petition and is therefore expired.

18-Month Plan, Proposed Solutions:

- I. Renew the use agreement. Magnolia staff is negotiating with the school district on the exact terms of the renewal.

School: Magnolia Science Academy, Santa Ana

Current Location	102 Baker St E, Costa Mesa, CA 92626
Site Description & Lessor Information	Temporary school site in a former warehouse building that has been converted into chapel space. Leased from a church.
Classrooms & Amenities	9 classrooms, 1 SpEd classroom, offices, blacktop play area, limited parking.
Enrollment	150
Facility Capacity	175
Future Growth	The facility capacity will grow to 1020 students beginning in the 2016-2017 with the delivery of the new school facility. The new school facility will have 38 classrooms
Additional Information	Enrollment target is set at 650 students for the 2016-2017 school year. Strong and ongoing recruitment efforts have commenced. The gym is scheduled to commence in Spring 2016 and delivered by January 2017.

Facility Issues:

- I. Temporary facility is at the southern end of the school district, 6.5 away from the permanent site. How many of the current students will travel to the new site?
- II. The gymnasium was not included as part of the scope of work in the general contract due to a lack of available funds at the time.

18-Month Plan, Proposed Solutions:

- I. Complete the permanent school building by August 2016.
- II. Continue to recruit heavily in Santa Ana.
- III. Complete the gymnasium component of the new facility by January 2017.

School: Magnolia Science Academy, Santa Clara

Current Location	14271 Story Rd, San Jose, CA 95127
Site Description & Lessor Information	The school is located on the campus of National Hispanic University in east San Jose. There are three other charter schools co-located on the site. The site is being leased from a private owner.
Classrooms & Amenities	10 modular classrooms, offices, outdoor play space, onsite parking.
Enrollment	98
Facility Capacity	250
Future Growth	Depends on enrollment growth and securing permanent facilities.
Additional Information	An opportunity has arisen to secure up to two acres of land from a housing developer. The site is near target residential communities and would provide a permanent home for the school.

Facility Issues:

- I. The school is on a year-to-year lease.
- II. Other charter schools are co-located on the same site as the Magnolia school, potentially impacting enrollment.
- III. A permanent facility is needed.

18-Month Plan, Proposed Solutions:

- I. Extend the lease at NHU for the 2016-2017 school year. In process.
- II. Increase recruitment efforts in the east San Jose community.
- III. Secure a long-term facility in San Jose. Staff is exploring possible sites that are possibilities to house the school on a long-term basis.

School: Magnolia Science Academy, San Diego

Current Location	6365 Lake Atlin Ave, San Diego, CA 92119
Site Description & Lessor Information	The school is located on a site that has been sold to a housing developer.
Classrooms & Amenities	15 classrooms, multipurpose room, library, resource room, offices, auditorium.
Enrollment	423
Facility Capacity	425
Future Growth	450
Additional Information	<p>MSA San Diego is negotiating a one-year extension of the lease at the current site for the 2016-2017 school year with the owners.</p> <p>SDUSD has provided an opportunity for Magnolia to relocate the school to an existing school site. The 3.5 acre site will be developed with 16 modular classrooms, offices, bathrooms and additional amenities. The site will be ready for occupancy in the 2017-2018 school year.</p>

Facility Issues:

- I. Approval of a one-year extension of the lease at the current site.
- II. SDUSD board approval of the ground use agreement at the future site.

18-Month Plan, Proposed Solutions:

- I. Negotiate an extension of the lease at the current site for the 2016-2017 school year. Negotiations with Preface, the current owner, continue. Progress has been made and we anticipate executing an agreement soon.
- II. SDUSD has drafted a ground use agreement for a permanent site. We anticipate the board of the district to vote on the agreement in the next few weeks.



Finance and Audit Committee

18 Month Plan



MAGNOLIA PUBLIC SCHOOLS

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18-MONTH FINANCE AND AUDIT COMMITTEE CALENDAR

DATE DUE	ITEM	DESCRIPTION	EDUCATION CODE
January-16	MPS First Interim Report 2016-17 (October 31, 2016)	MPS' first interim reports are due to chartering authority	47604.33(a)(3)
February-16	2nd Quarter 2015-16 Bond Disclosure	2nd Quarter 2015-16 MSA-1 Bond Disclosure is due	
March-16	MPS Second Interim Report 2015-16 (January 31, 2016)	Charter school second interim reports are due to chartering	47604.33(a)(4)
May-16	2016-17 School Budgets	MPS' school budgets are due to chartering authority	47604.33(a)(1)
May-16	3rd Quarter 2015-16 Bond Disclosure	3rd Quarter 2015-16 MSA-1 Bond Disclosure is due	
June-16	Review of Cost Allocation Tables	Review of current cost allocation table in line with an equitable allocation methodology	
August-16	4th Quarter 2015-16 Bond Disclosure	4th Quarter 2015-16 MSA-1 Bond Disclosure is due	
September-16	2015-16 Unaudited Actuals	MPS' 2015-16 unaudited actuals are due to chartering authority	47604.33(a)(5), 42100(b)
October-16	1st Quarter 2016-17 Bond Disclosure	1st Quarter 2016-17 MSA-1 Bond Disclosure is due	
December-16	MPS 2015-16 Schools and Consolidated Audited Financial Statements	MPS' 2015-16 school audits are due to chartering authority and State Controller	47605(m), 41020(h)
December-16	MSA-1 2015-16 Annual Bond Continuing Disclosure	MSA-1 Annual Bond disclosure is due.	
December-16	A-133 Single Audit	MPS 2015-16 Single audit is due to State Controller and Department of Education	OMB Circular A-133
January-17	MPS First Interim Report 2017-18 (October 31, 2017)	MPS' first interim reports are due to chartering authority	47604.33(a)(3)
February-17	2nd Quarter 2016-17 Bond Disclosure	2nd Quarter 2016-17 MSA-1 Bond Disclosure is due	
March-17	MPS Second Interim Report 2016-17 (January 31, 2017)	Charter school second interim reports are due to chartering	47604.33(a)(4)
May-17	2017-18 School Budgets	MPS' school budgets are due to chartering authority	47604.33(a)(1)
May-17	3rd Quarter 2016-17 Bond Disclosure	3rd Quarter 2016-17 MSA-1 Bond Disclosure is due	
June-17	Review of Cost Allocation Tables	Review of current cost allocation table in line with an equitable allocation methodology	

Goal: Strategy	Action Plan
STRENGTHEN FINANCIAL PERFORMANCE AND STEWARDSHIP	
1.1 Provide clear, timely, accurate, consistent financial information	<ul style="list-style-type: none"> ▪ Provide CEO and Board with financial reports and expertise ▪ Deliver timely reports to authorizing agencies and regulators ▪ Develop reporting systems based on key performance indicators
1.2 Ensure the highest standards of compliance and accountability	<ul style="list-style-type: none"> ▪ Address and correct issues in the state audit report ▪ Strive for clean audits from external independent auditors ▪ Regularly conduct internal audits to ensure compliance
1.3 Safeguard public resources through sound policies and practices	<ul style="list-style-type: none"> ▪ Assess and review finance policies and practices ▪ Research charter school policies best practices ▪ Work with Finance Committee and Board to revise policies
1.4 Build reserves to support sustainable growth	<ul style="list-style-type: none"> ▪ Research top tier charter schools reserve levels ▪ Work with Fin Comm and Board to develop reserve guidelines ▪ Secure Board approval and implement reserve policy
1. IMPROVE OPERATIONAL EXCELLENCE	
2.1 Upgrade systems to drive efficiency	<ul style="list-style-type: none"> ▪ Work with back office provider to fully utilize financial ERP ▪ Revise accounts payable system ▪ Research and launch new document storage and retrieval system
2.2 Embrace new technologies to automate processes	<ul style="list-style-type: none"> ▪ Review and eliminate nonvalue-added processes ▪ Research and select automated best practices ▪ Implement automated processes
2.3 Continuously innovate for operational excellence	<ul style="list-style-type: none"> ▪ Create planning model with evaluation process ▪ Develop departmental key performance indicators ▪ Develop monitoring and reporting system

Goal: Strategy	Action Plan
CULTIVATE A HIGH PERFORMANCE CULTURE	
3.1 Encourage teamwork and collaboration	<ul style="list-style-type: none"> ▪ Weekly finance staff meeting (team-based problem-solving) ▪ Work across all MPS departments-establish liaison for each ▪ Develop standardized reporting across all school sites
3.2 Recruit, recognize and reward high performance	<ul style="list-style-type: none"> ▪ Right-size finance department staff (revise staffing plan) ▪ Revise job descriptions ▪ Create finance dept culture that supports a work-life balance
3.3 Align roles and responsibilities with organizational strategy	<ul style="list-style-type: none"> ▪ Transition to back office partner (EdTec's) processes ▪ Revise job descriptions based on organizational strategies ▪ Allocate staff time to growth strategy
2. POSITION MPS AS A RESPECTED AND VALUED PARTNER	
4.1 Nurture relationships built on reliability, trust and transparency	<ul style="list-style-type: none"> ▪ Respond to requests in a timely manner ▪ Build relationships with charter school partners ▪ Create Transparency Page on organizational website
4.2 Proactively engage stakeholders to communicate our successes	<ul style="list-style-type: none"> ▪ Create department communication strategy ▪ Regular meetings/calls with partner/regulatory agencies ▪ Generate Annual Report
4.3 Be a leader in charter school thought leadership and practices	<ul style="list-style-type: none"> ▪ Regularly attend stakeholder meetings and events ▪ Train finance staff to speak at community hearings ▪ Present best practice models at trainings and conferences

Goal: Strategy	Action Plan
3. INCREASE AVAILABILITY AND ACCESS TO STEAM EDUCATION TO MORE STUDENTS	
5.1 Work across departments to create sustainable growth plan	<ul style="list-style-type: none"> ▪ Create cross functional development team ▪ Assist Facilities Department with planning and budgeting ▪ Provide insight and feedback on planning and budgeting
5.2 Respond quickly to requests as opportunities arise	<ul style="list-style-type: none"> ▪ Assist with planning and budgets for new charter petitions ▪ Assist with planning and budgets for grant applications

Finance Department Mission: The MPS Finance Department is an innovative leader in the management of charter schools and provides unparalleled service in all areas of operation.

The Finance Committee is commissioned by and responsible to the Board and is responsible for working with the CFO to review the upcoming fiscal year budget; presenting budget recommendations; monitor implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending appropriate policies for the management of Magnolia's assets.

Goal 1: Strengthen Financial Stewardship and Performance

- 1. Provide clear, timely, accurate, consistent financial information**
 - Develop 2015-16 Finance Committee Calendar
 - Review and recommend approval of financial statements
- 2. Ensure the highest standards of compliance and accountability**
 - Review and recommend approval of reports to authorizers
 - Review and recommend approval of annual audits
- 3. Safeguard public resources through sound policies and practices**
 - Work with staff to develop best in class policies
 - Review and recommend for approval of Board
- 4. Build reserves to support sustainable growth**
 - Work with staff to develop reserve policy
 - Review and recommend for approval of Board

Goal 2: Improve Operational Excellence

- 1. Upgrade systems to drive efficiency**
 - Review and recommend approval of financial systems
- 2. Continuously innovate for operational excellence**
 - Review and approve committee plans

Goal 3: Cultivate a High Performance Culture

- 1. Encourage teamwork and collaboration**
 - Work staff for greater understanding of MPS financials
 - Work Board members to explain MPS financial information
- 2. Recruit, recognize and reward high performance**
 - Grow and diversify finance committee
- 3. Align roles and responsibilities with organizational strategy**
 - Allocate committee time to reviewing growth strategies

Goal 4: Position MPS as a Respected and Valued Partner

- 1. Nurture relationships built on reliability, trust and transparency**
 - Build relationships with charter school partners
 - Committee members participate in finance communications plan
- 2. Proactively engage stakeholders to communicate our successes**
 - Build relationships with stakeholders
 - Generate Annual Report
- 1. Be a leader in charter school thought leadership and practices**
 - Train committee members to speak at community hearings

Goal 5: Increase availability and access to STEAM education to more students

- 1. Work across departments to create sustainable growth plan**
 - Review and provide feedback on sustainable growth plan



Governance Committee

18 Month Plan

Expected Board Decision	Related Board Goal	Lead C-Team Member	Required Internal Processes	Regulatory Deadline (if any)	Date of the Board Decision	Date and name of Committee	Notes from the meeting
Establishment of 2016-17 Goals	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	The C-Team will discuss and compile a list of goals in their January meetings.	N/A	1/21/16	01/14/2016, all committees	
Establishment and Accomplishment of 2016-17 Goals	90% satisfactory customer reviews (customers of Home Office)	Andy Gocke	Chief of Staff will conduct a survey between school administrators and staff in May 2016. Results will be discussed in June 2016. Necessary changes in Home Office practices will be implemented in 2016-17 year and the same survey will be conducted again in March 2017. Survey Results will be presented to the board in June 2016. Results and planned changes will be discussed in PD Days in summer of 2016 and it will be presented to MPS Board no later than 09/30/2016.	N/A	6/30/2016 9/30/2016	5/30/2016, Nominating Committee 8/30/2016, Nominating Committee	Home Office evaluation should be aligned with CEO Evaluation. Survey to be conducted before CEO evaluation in June 2016.
Addition of a board member with a different background	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	In its October 2015 Retreat, MPS Board decided to expand to include board members from different backgrounds. The first goal is to add one new board member preferably with a legal background by 6/30/2016. MPS Board will add another member in the next 12 months after that.	N/A	6/30/2016 6/30/2017	5/30/2016, Nominating Committee, 5/30/2017, Nominating Committee.	Because of time commitment, retired people might be more available. Retired attorney/lawyer, MPS Board will be updated on the idea that we are looking for a new member with a legal background.
Staffing the Committees	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	MPS Board decided to add additional members to our Board Committees. These additional committee members will serve on committees to make recommendations to the MPS Board. The first goal is to add one person to each committee by 6/30/2016.	N/A	6/30/16	05/30/2016, Nominating Committee	We need to bring on people who will meaningfully contribute to Magnolia.
Board Training (March retreat, follow up with the last retreat.	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	MPS Board will hold a one-day annual retreat in March of every year, and an additional one in October if needed. 1- MPS Home Office will put together a list of necessary training areas for board members in consultation with board members, attorneys and other professionals by February 15th and September 15, 2. The list will be finalized by the board president and the CEO by February 25 and Sept. 25, 3- Necessary arrangements for trainers will be completed by February 28 and Sept. 30	N/A	03/13/2016 10/16/2016	02/15/2016, 09/15/2016 02/25/2016, 09/25/2016 03/13/2016, 10/16/2016	One retreat per year. In March, additional one in October depends on the need. Travel arrangements for board members to be made in advance.
Board Training	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	Chief of Staff will prepare a handbook for board members in collaboration with attorneys and professionals. The handbook will outline the responsibilities of the Board and Board members, Board policies, and other relevant information.	N/A	N/A	03/13/2016, Board Retreat	Chief of Staff will make sure handbook includes a calendar, when to take action on budget, academics, etc. ...
Board's engagement in broader community	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	Each board member will bring an industry keyperson from their professional jobs to one of our schools in the next 12 months. Home Office will coordinate these visits in coordination with the board members and the school principals. Visits by professionals is a great tool to inspire our students towards desired careers (especially STEAM careers).	N/A	N/A	12/31/2016, all committees	Local board members invite professionals and schedule in collaborations with principals
Board member's involvement in SSCs, school events	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	Have each board member visit at least one school every academic year. MPS Board members should be active members of our school communities. Major events such as graduation ceremonies, school commencement days, SSC meetings and Professional Training Days are great opportunities that Board members can contribute with their presence and lead the community. MPS Home Office will arrange visits for board members.	N/A	12/31/2016 (Information Item, report to Board)	N/A	Board members should pay at least one visit per year, preferably at one of these events.
Board's engagement with authorizers	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	Have each member attend a hearing or decision making meeting by charter authorizers at least once every academic year. Our charter authorizers demand attendance of our board members. We have many public hearing sessions and decision days at the school districts and counties in the next 6 months, and once again in the next 12 months after that. MPS Home Office will contact board members to request their attendance at these meetings.	N/A	12/31/2016 (Information Item, report to Board)	ongoing	Board member should be present when the authorizer visits their local school. Principal should inform the board member in advance.
Board members' efforts in developing partnerships and fundraising	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	will be discussed with committee members at the meeting	N/A	N/A		Outreach & Partnership Committees should focus on this
Effective Governance	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	Establish, train and assist local governing committees in new expansion places such as NV, SD, NorCal. As required by laws and regulations, we need to establish local governing committees as we expand into new states or new areas in California. Every time we form a new local committee, we need to train them on Brown Act, Financial Reports and how to make sense of them, and other federal and state laws and regulations.	as we find out with new expansions	ongoing, as needed	as needed	
Board and Committee Evaluation	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Andy Gocke	Chief of Staff and CEO will plan and prepare for annual evaluation of the board and the committees at the board retreats	N/A	will be conducted at board retreats	03/13/2016, 10/16/2016	



Parent and Community Involvement Committee

18 Month Plan

Expected Board Decision	Parent and community Committee Oversight and Sub goals	Related Board Goal	Lead C-Team Member	Required Internal Processes	Regulatory Deadline (if any)	Date of the Board Decision	Date and name of Committee	Notes from the meeting	Date of C-Team Final Review of Issue
Not Applicable	1. Achieve positive relationships with subgroups, elected officials, local business leaders, and other district organizations. All relationships structured or meetings will be tracked Google drive. The goal will be to visit each school site meet with VPs at their local offices of have VPs visit schools. MFS wide. 11.0-12.0 VMS will occur by June 30, 2017.	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	Visit schools weekly to attend or create VIP school visits	All MFS schools will complete fifty percent of task list by August 2016	N/A	MFS Parent and Community Committee	Recommended that initiative include Alumni and student leadership from each grade to be involved in the process. Recommendations will be implemented into the initiative.	Report to C-Team weekly outreach efforts during Monday morning calls
Not Applicable	(A) MFS has implemented its "Community Engagement and Civic Engagement Project. Specifically, each MFS site is currently identifying the community members who will complete the parent and community coordinating committees (PCC). All schools will have PCC that highly advocate for their communities by June 2017 (110 support letters for MFS on behalf of elected officials, business members, non-profits, and governmental agencies by June 2017). Moreover, authentic partnerships with these entities.	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	creation of parent and Community coordinating committees by February 2016. Collect all support letters from all stakeholders in June 2016	Presented our Community engagement and democracy model initiative to the MFS Board during our September meeting	N/A	MFS Parent and Community Committee	Recommended that all students and personnel involved in the program complete a form which details the content of their visit and the next steps taken with the elected official. Also, we have to ensure that parents are fully engaged in the educational portion of the community engagement and democracy model.	Report to C-Team the number of support letters we have during our June 2016 meeting
Not Applicable	(B) MFS is in the process of partnering with "Marmurston" with the goal of implementing a "Civic Engagement Project/Voter Mobilization program by January 23, 2016. The goal is to have 1500 parents, alumni, and students register to vote for the November presidential election, of which, 300 registrants will actually vote during the 2016 presidential election and the March/May 2017 LAUSD school board elections.	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	Begin the civic engagement program on January 23, 2016. Meet with School Site Staffers on a weekly basis to gauge the progress of the initiative; monthly trainings with muralization	Inform the Parent and Community Committee about the Civic Engagement Program during our January Board meeting	N/A	MFS Parent and Community Committee	Recommended that we do MFS-wide presentations asking parents to volunteer in the civic engagement program. Explain to students why voting is so important, how do we protect those members that don't have status. Teach the middle school students as well. Recommendations will be implemented.	Report to the board and the board a progress report of our community engagement initiative during our parent and community committee in June 2016
Not Applicable	(C) Two MFS leaders from part of their local Neighborhood Councils or Neighborhood Watch community groups. One of the major goals is to have six MFS leaders be a part of education advisory councils of elected officials (June 2017)	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	Work with principals and community leaders on a weekly basis to create these partnerships; attend community events together to create partnerships with community.	Inform the Parent and Community Committee about the principals progress during the June meeting	N/A	MFS Parent and Community Committee	Recommended that our department conduct town hall meetings to address the community issues. Have parents and all stakeholders write down what they learned and follow-up our June 2016 meeting	Report progress to the C-level team during our June 2016 meeting
Not Applicable	(D) Three MFS leaders are part of the CSAA Capital Advocacy leaders. By June 2017, six MFS leaders will be part of the CSAA CA program.	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	Work with principals and community leaders on a weekly basis to create these partnerships; attend community events together to create partnerships with community.	Inform the Parent and Community Committee about the progress of the partnership for success initiatives	N/A	MFS Parent and Community Committee	Dr. Oren recommended that High school students attend CSAA Advocacy Day on May 2016. Request will be incorporated.	Report progress to the C-level team during our June 2016 meeting
Not Applicable	2. 300-400 MFS families system-wide will attend 20 hours worth of school and community events as it relates to the Partnership for Success. Timeliness by June 30, 2016. This number will double in second year by June 2017.	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	Monitor Partnership for Success timelines of all schools on a quarterly basis. Last check-up for the year will in May 2016 in preparation for the MFS recognition dinners	Inform the parent and community committee about the progress of the partnership	N/A	MFS Parent and Community Committee	Recommended that we look into hiring retired teachers to teach the ESL classes that we want to bring to MFS schools. Also, have alumni teach the classes if possible. Our motto should be "This is our community and I want the best for them".	Report progress to C-level team during the April 2016 meeting
Board action will be required if costs exceed 25k. Vendor contract will be reviewed and approved by the MFS board during the June 2016 meeting	Incorporate the "Parent Teacher Home Visit Project" trainings at all schools (August 2016)	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	Have representative from the parent and teacher home-visit project meet with principals and deans before June 2016	Inform our parent and community committee during our June 2016 meeting	Board action will be required if costs exceed 25k. Vendor contract will be reviewed and approved by the MFS board during the June 2016 meeting	MFS Parent and Community Committee	Recommended that our department target one school at a time. We should put our best foot forward in implementing this. Do it school by school, month by month. Recommendations will be implemented.	Discuss the vendor contract with the C-level team during our May 2016 meeting
Board action will be required if costs exceed 25k. Vendor contract will be reviewed and approved by the MFS board during the June 2016 meeting	Incorporate the "Families in schools" training at all MFS schools (August 2016)	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	Have representatives from Families and Schools meet with MFS principals by June 2016	Inform our parent and community committee about Families in Schools during our April 2016 meeting	Board action will be required if costs exceed 25k. Vendor contract will be reviewed and approved by the MFS board during the June 2016 meeting	MFS Parent and Community Committee	Recommended that we look into hiring retired teachers to teach the ESL classes that we want to bring to MFS schools. Also, have alumni teach the classes if possible. Our motto should be "This is our community and I want the best for them".	Discuss the vendor contract with the C-level team during our May 2016 meeting
Not Applicable	Provide ESL classes at all schools where there is a community need (August 2016)	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	Select a vendor by June 2016 to administer all ESL classes at school sites. Have vendor meet with principals during the May 2016 principals meeting	Inform our parent and community committee about April 2016 meeting	N/A	MFS Parent and Community Committee	Recommended that we look into hiring retired teachers to teach the ESL classes that we want to bring to MFS schools. Also, have alumni teach the classes if possible. Our motto should be "This is our community and I want the best for them".	Inform the C-level team about our partnership at the April 2016 meeting
Not Applicable	Partner with partnership for LA schools "Parent College program (Board Approval required) Begin the program in August of 2016.	All Magnolia Schools have happy engaged stakeholders who engage their broader communities civically	Alfredo Rubalcava	Observe the parent college program with all principals in January 2016. Have representative from the Parent college meet with our principals during the May principals meeting	Review and discuss the parent college program with the parent and community committee during our April meeting. Parent and community committee will make a recommendation to the full MFS board during our June Board meeting	N/A	MFS Parent and Community Committee	Discuss the vendor contract with the C-level team during our May 2016 meeting	

Expected Board Decision	Parent and Community Committee Oversight and Sub Goals	Related Board Goal	Lead C-Team Member	Required Internal Processes	Regulatory Deadline (if any)	Date of the Board Decision	Date and name of Committee	Notes from the meeting	Date of C-Team Final Review of Issue
Not Applicable	Provide specific trainings to parents regarding raising socially healthy children (6 weeks program) all schools will receive these trainings by January 2017.	All Magnolia School have happy engaged stakeholders who engage their broader communities cyclically	Alfredo Rubalcava	Meet with Jennifer Beas on January 21 to discuss the 6 weeks program; all interested principals will attend. Principals will decide if they are interested in the program for their schools by February 2016	Inform our parent and community committee during our February 2016 meeting	N/A	MPS Parent and Community Committee		Report progress to C-level team during the April 2016 meeting
The MPS Board will take action during the May 2016 meeting and the May 2017 meeting	Monitor and support all MPS LCAP processes so it reflects shared decision making by parent and community members. In addition, support schools in the attainment of parent engagement LCAP goals. For example, all schools will have quarterly SSC meetings with the prescribed number of trained members (Board approval required; May 2016 and 2017).	All Magnolia Schools have happy engaged stakeholders who engage their broader communities cyclically	Alfredo Rubalcava	Assist and monitor LCAP progress for all schools relative to the parent and community engagement activities listed on the LCAP. Work with principals to assess how schools are following the prescribed LCAP timeline for the 2016 school year. Next monthly check will be in February 2016	Principals will present to the parent and community committee during the April Board meeting. Parent and community committee will make a recommendation to the full MPS Board during the May 2016 board meeting	The MPS Board will take action during the May 2016 meeting and the May 2017 meeting	MPS Parent and Community Committee	Ensure that all schools and stakeholders are highly involved in the process. Monitoring and support should be offered on a constant basis. LCAP timeline will be followed and principals will report out bi-weekly on Monday morning principal call	Report LCAP progress to C-level team on a monthly basis. Next report will be on February
The MPS Board will take action during the May 2016 meeting and the May 2017 meeting	Present LCAP executive summaries (all principals) to the Parent and Community Committee (PCC). PCC will review all recommendations and advise the MPS Board of Directors during the May 2016 and 2017 Board meetings.	All Magnolia Schools have happy engaged stakeholders who engage their broader communities cyclically	Alfredo Rubalcava	Assist and monitor LCAP progress for all schools relative to the parent and community engagement activities listed on the LCAP. Work with principals to assess how schools are following the prescribed LCAP timeline for the 2016 school year. Next monthly check will be in February 2016	Principals will present to the parent and community committee during the April Board meeting. Parent and community committee will make a recommendation to the full MPS Board during the May 2016 board meeting	The MPS Board will take action during the May 2016 meeting and the May 2017 meeting	MPS Parent and Community Committee	Ensure that all schools and stakeholders are highly involved in the process. Monitoring and support should be offered on a constant basis. LCAP timeline will be followed and principals will report out bi-weekly on Monday morning principal call	Report LCAP progress to C-level team on a monthly basis. Next report will be on February
The MPS Board will approve all schools SPSSAs during the February 2016 meeting	Bring all MPS SPSSAs to the PCC for review. Then, the PCC will advise the MPS Board of directors whether to approve or deny the SPSSAs for all schools. (Board approval required; February 2016 and 2017).	All Magnolia Schools have happy engaged stakeholders who engage their broader communities cyclically	Alfredo Rubalcava	Principals will present SPSSAs to parent and community committee during the February meeting. The academic, finance, and compliance teams will be working with principals with their SPSSAs throughout the school year.	The MPS parent and community committee will make a recommendation to the MPS Board during the February 2016 meeting	The MPS Board will approve all schools SPSSAs during the February 2016 meeting	MPS Parent and Community Committee	MPS Academic, finance, and compliance team will report to the C-level team on a weekly basis (Monday morning call)	Report progress of parent database to C-level team during our May meeting
Not Applicable	Review parent attendance database for all schools (June 2016 and 2017).	All Magnolia Schools have happy engaged stakeholders who engage their broader communities cyclically	Alfredo Rubalcava	Review Parent attendance database on a weekly basis.	During the month of May 2016 we will see if all schools have met their 2016 target	N/A	MPS Parent and Community Committee		Report progress of parent database to C-level team during our May meeting
Not Applicable	Hold two "parent recognition dinners" at the end of the school year to celebrate all MPS parents who met the 20 hours of school and community participation. (300 parents at June 2016 event and 600 parents at June 2017 event. Additionally, twenty elected officials or representatives will attend these events during this school year, and forty will attend the May 2017 event.	All Magnolia Schools have happy engaged stakeholders who engage their broader communities cyclically	Alfredo Rubalcava	Collaborate with all stakeholders in preparation for the May 2016 recognition dinner; will begin monthly meeting during the month of March 2016	Inform the parent and community committee during our April/May 2016 meeting	N/A	MPS Parent and Community Committee	Recommended that our department in collaboration with the schools contact the fire department, red cross, community hospitals, people from the city, and Kaiser disaster preparedness. Also, ask senior citizens community members, health care fraud, and identify their entities to present. All MPS health fair chairs will implement recommended suggestions and contact these entities.	Report progress to C-level team on a monthly basis
Not Applicable	Hold annual Health education fairs and Education forums at several MPS schools (2 events this year, and 11 events by the end of the 16-17 school year).	All Magnolia Schools have happy engaged stakeholders who engage their broader communities cyclically	Alfredo Rubalcava	Work with principals and deans on a monthly basis to create these events. The first MPS Health Fair and Education forum will be held on September 2016. All other related venues will follow.	Work with the parent and community committee during the June and July 2016 meetings to create the logo events.	N/A	MPS Parent and Community Committee		Report progress to C-level team on a monthly basis beginning June 2016
MPS Board Approval during the July Board meeting	MPS branding for the 15th year anniversary; create a new logo for Magnolia Public Schools	All Magnolia School have happy engaged stakeholders who engage their broader communities cyclically	Alfredo Rubalcava	Community feedback forums with all MPS stakeholders beginning in March 2016 and ending in May 2016	Work with the parent and community committee during the June and July 2016 meetings to create these events.	N/A	MPS Parent and Community Committee	The parent engagement and community committee believes that the \$500K figure is attainable given the past fundraising trends.	Report progress to C-level team on a monthly basis beginning in March 2016

We met with MPS Board Chair Diane Gonzalez on December 29 to review the 18 month goals in draft form. All notes reflect Diane Gonzalez feedback on December 29. Additionally, I met with the parent engagement and community committee members on Jan. 21 2016 to receive critical feedback in the development of the final plan. All comments have been added in drafting the 18 month goals.



**18 Month Personnel Committee
Strategic Plan**

Goals of Plan:

1. To ensure that MPS is able to retain the best talent through:
 - a. The design and implementation of a comp/benefit structure.
 - b. Increasing employee engagement
 - c. Providing growth and development opportunities

2. To ensure compliance with all applicable State, Federal laws as well as EdCode.

3. To create a formal recruiting program that focus on pro-active sourcing versus reactive recruiting.

Background:

On December 22, 2016, the HR team hosted a comp and benefit roundtable to discuss the needs of the workforce. Items identified on this plan have been reviewed with staff and members of the C-Team.

The use of technology, specifically Paycom will help in the facilitation of all HR activities.

- Applicant tracking module makes it easy to post jobs and review applicants.
- Contracts can be sent electronically
- Performance evaluations and goals will be completed in Paycom and signed electronically
- Training will be tracked and facilitated in Paycom's Learning Management module
- Time and attendance will be tracked as well as Sick days, Floating Holiday's and Vacation day usage.



2016-2017 People Calendar

Date	Activity
February 2016	New comp program submitted for board approval will include the move to Fixed Term Agreements
March 2016	Fixed term agreements extended (conditional upon successful completion of school year)
March 2016	Home Office Performance Reviews
June 2016	Home Office Goal Setting Process
August 2016	School staff goal setting process
November 2016	1 st Evaluation/Goal Follow-up
February 2017	Performance Discussions/Contract Extension

Goal 1. Retention

Activity	Date	Staff Owner	Outcomes
Move from annual "At-Will Agreements to multi-year "Fixed Term Agreements"	February 1, 2016	Terri Boatman	The ability to give our current workforce the
Create a new comp plan for all school positions	February, 2016	Terri Boatman	A more competitive salary to assist in the retention of staff as well as to make us more competitive in recruiting.
Host Career Pathing Conversations with current staff to discuss their careers with Magnolia	March 2016	Terri Boatman	To increase employee engagement, to identify internal bench strength, and to help employees create meaningful development plans
Modify tuition reimbursement policy	March 2016	Terri Boatman	Modify policy to include the following provisions: 1. Employee must remain with Magnolia for 24 months after completion. 2.) encourage employees to pursue additional training to earn a new credential in a different subject
Revise job descriptions and communicate expectations to all employees	May 2016	Terri Boatman	To clearly communicate with all employees the expectations the organizations have for each role, and to help with the 2016-2017 Goal Setting
Revise Performance Evaluations	August 2016	Terri Boatman	Revise evaluations and the process for increases, etc.



Goal 2. Compliance

Activity	Date	Staff Owner	Outcomes
Implement new Paycom system	March 1, 2016	Terri Boatman	Use technology to ensure we are complaint on payroll, applicant tracking, etc.
Complete revisions of I9's per audit findings	February 15, 2016	Terri Boatman	To correct mistakes and issues found on I9's.
Add legacy I9's to Paycom for storage purposes	May 2016	Terri Boatman	Management of I9's will meet all required compliance
Review immigration process to ensure Magnolia H1-B employees and leaders know the program	March 2016	Terri Boatman	Compliant program
Utilize Paycom Learning Management tool to make sure all employees complete required training before Day 1	May 2016	Terri Boatman	Training records and consistency in the process
Train Principals and leaders on documentation, performance management and communication	June 2016	Terri Boatman	Must be followed in order to avoid liability with Fixed Term Agreements



Goal 3. Recruitment

Activity	Date	Staff Owner	Outcomes
Establish recruiting calendar	3/1/2016	Terri Boatman	Promote early recruitment for key positions. Start to develop a bench of potential candidates to have positions filled
Use Paycom to post positions and track candidates	February 2016	Terri Boatman	Early recruitment to find prime candidates



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V A
Date:	February 11, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, Chief External Officer
RE:	15-16' Enrollment Update and pre-apps for the 16-17' school year

Proposed Board Recommendation

Information item only, no action is required.

Background

2015-2016' Enrollment and pre-application update for the 16-17' school year.

Since May 2015, I have been working collaboratively with all MPS schools to boost enrollment for the 15-16' school year and to increase the number of pre-applications for the 16-17' school year. Attached you will find the current enrollment figures and pre-applications (16-17') for all MPS schools. Additionally, all principals have specific recruitment events occurring until the summer time (please see attached).

Budget Implications

No Budget implications at this moment. Current enrollment across all schools has been stable since October 2015 (Norm Day). The number of pre-applications for all MPS schools is steadily increasing, especially at our MSA-SA campus. This trend bodes well for our enrollment numbers for the 16-17' school year. We will continue working toward our enrollment targets!

Name of Staff Originator:

Alfredo Rubalcava, Chief External Officer

Attachments

MPS Current Enrollments (15-16') and pre-applications for the 16-17' school year
MPS recruitment plan for all schools (January – June 16')

MPS WIDE PRE-ENROLLMENT TOTALS (2015-2016)Effective: **Monday, February 1, 2016** 12:00 PM

School	Current Enrollments	Pending Applicants for 16-17'	Paper Applications (not in CoolSIS)
Magnolia Science Academy-Santa Ana	150	227	
Magnolia Science Academy-Santa Clar	98	50	
Magnolia Science Academy-San Diego	423	189	
Magnolia Science Academy-1	536	193	
Magnolia Science Academy-2	476	83	
Magnolia Science Academy-3	451	52	
Magnolia Science Academy-4	185	18	
Magnolia Science Academy-5	152	32	
Magnolia Science Academy-6	175	39	
Magnolia Science Academy-7	292	134	
Magnolia Science Academy-8	490	63	57 (out of area)
Total	3428	1080	0

MPS Recruitment Plan for the 15-16' school year

	October	November	December	January	February	March	April	May	June
MSA-1 Reseda	5K postcard	Door Hangers	MSA7 presentation	First Church presentation (3000 members)	Open house/school tour as requested by expected parents				
MSA-2 Valley			Distribution of 5K Graphs		Open House #1	Open House #2	Open House #3	Open House #4	
MSA-3 Carson	Recruitment Fair in CSUDH	10K Postcard Distribution			Open House #1	Open House #2	Open House #3	Open House #4	
MSA-4 Venice	5K Postcard Distribution	Recruitment Booth at Festival			Recruitment Booth # 1/ Open House	Recruitment Booth # 2	Recruitment Booth # 3/ Open House	Recruitment Booth # 3/ Open House	
MSA-5 Los Lobos	5K Postcard Distribution	Door Hangers/Outreach to community	Outreach to elementary schools	Open house/School Tours(two per month)/Reach out to local private elementary schools	Reach out to local private elementary schools/Open Houses	Open Houses	Open House	Open House	Open House
MSA-6 Palms	Middle School Panel at Palms Library/1 open house/3 school tours	10K Postcard/open house/science fair event	Open house/school tours/reaching out to neighborhood schools	Open house/ school tours/reaching out to neighborhood schools	10K Postcard / open house/ history fair event	Cultural food festival / open house	Bi-weekly Open Houses	Bi-weekly Open Houses	Bi-weekly Open House
MSA-7 Northridge	Weekly Twice School tours	Weekly Twice School tours	Weekly Twice School tours	Weekly Twice School tours	Weekly Twice School Tours, Open House, Science Fair, Family Night, Book Fair(Feb 25)	Weekly Twice School tours	Weekly Twice School tours	Weekly Twice School tours	
MSA-8 Bell	Recruitment Booth at Health Fair on 10/17	Attend Neighborhood Watch and present	Attend Neighborhood Watch and Present		Open House at MSA-Bell	Open House at MSA-Bell	Visit Local elementaries and present		

Door to Door Recruitment campaign; Recruitment Booth at Fiesta Patrias; 5K Postcard Distribution; Open House for Prospective parents

Math Matters, Update Website, Friday Flash, Community events, distribution and seminar

BBQ in near the location for parents and families in the surrounding area

School Tours, Community Events

Open House #1

Open House #2

Open House #3, Visit surrounding neighborhood

Open House #4, surrounding neighborhood

MSA-SA

Postcard 10K, Every Tuesday at 9am School Tours, San Diego STEAM Expo, Barnes and Noble Book Fair community event

Every Tuesday at 9am School Tours, San Diego Festival of Science and Engineering at Petco Park

Lottery, Every Tuesday at 9am School Tours

Collaborate with advertising agency Milagro to bring parents to 4-5 Open Houses

Open House at MSA-SC

Open House at MSA-SC

Open House at MSA-SC

Every Tuesday at 9am School Tours, MathMatters

Competition, Mathers Festival at Barnes and Noble

12K Postcards Informational meetings

Informational Meetings, Every Tuesday at 9am School Tours

12K Postcard Distribution, Barnes and Noble Book Fair

Door to Door recruitment campaign; 5K postcard distribution; Open House for prospective parents

MSA-SD

MSA-SC



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V.B.
Date:	02.11.2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	MPS Financial Update

Proposed Board Recommendation

Informational item, no action required.

Background

Financial presentation for the Six (6) months ended December 31, 2015, prepared by EdTec as back officer service provider.

Budget Implications

There are no budget implications.

Attachments

Magnolia Public Schools – December 31, 2015 Financial Presentation

Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

Magnolia Public Schools

December 2015 Financial Presentation



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January 29, 2016

Kristin Dietz, Aubrey Marsh, Cindy Frantz and Tracy Phamthai

Agenda

- ❖ State Budget Update
- ❖ PCSGP Update
- ❖ 16-17 Preliminary Budget Timeline
- ❖ 2015/16 Forecast Update – Consolidated
 - ❖ Financial Summary
 - ❖ Budget vs. Actual Summary by Site – December 2015
 - ❖ ADA Forecast (P-1)
- ❖ Exhibits
 - ❖ Budget vs. Actual Detail – by site

2016-17 California State Budget

Extended economic recovery is generating additional state revenues; Governor Brown's proposed budget increased Prop 98 funding to \$71.6B



- Allocate \$2.8B for LCFF implementation to close approximately 49.08% of remaining gap towards schools' target rates
 - Bringing the transition to 95% complete
 - Also funding a 0.47% COLA adjustment
- Spending increases on other K-12 programs also proposed
 - \$1.6B for Early Education Block Grant to consolidate different early education programs and to better target services to low-income and at-risk children
 - Another \$1.2B for one-time discretionary funding (approx. \$200/ADA)
 - \$20M for Charter School Startup Grants to help offset the loss of federal funding
 - \$365.4M for school energy efficiency grants
- Just the first step in iterative process involving Governor and Legislature that will result in final budget being approved in June
 - In addition to out-year gap funding percentage changes, FCMAT and SSC updated 2015-16 LCFF gap funding percentage to 51.97% from 51.52%
 - At this time, no recommendation to make any changes to previous assumptions for 16-17 planning purposes

PCSGP Update

MSA-SA PCSGP Grant

MSA-SA had \$323.2K remaining in PCSGP grant after Q2 report. All remaining funds *must* be spent by 7/31/2016



- **Overview of Allowable Expenses**
 - Grant funds supplement, not supplant, state or local funds
 - Costs correlate to a grant objective or a Work Plan activity. The Work Plan proposes activities with measurable outcomes that will enhance the quality of the school.
 - Costs are one time in nature, not ongoing operational costs.
 - Costs are obligated during the grant project period. Goods purchased or services rendered *after* the duration of the grant project period are **not** allowable costs.
 - All purchases are reasonable and necessary to complete grant activities.

Merit Test

Can you take it with you? If YES, then it is allowable

MSA-SA PCSGP Grant

MSA-SA has \$323.2K remaining in PCSGP grant after Q2 report. All remaining funds *must* be spent by 7/31/2016



Breakdown of the Budget

Code	Budgeted	Reported (Prior QERs)	Q2 Reported	Total Spent	Remaining Funds
1000	\$ -	\$ -	\$ -	\$ -	\$ -
3000	\$ -	\$ -	\$ -	\$ -	\$ -
4000	\$507,550	\$46,167	\$167,118	\$213,285	\$294,265
5000	\$67,450	\$21,000	\$17,514	\$38,514	\$28,935
Total	\$575,000	\$67,167	\$184,633	\$251,800	\$323,200

Preliminary Budget Timeline

16-17 Preliminary Budget Timeline

Tentative timeline for 16-17 Budget Development



Date	Description
2/20 – 3/4	EdTec meets with principals and appropriate staff to discuss budgets; HR, IT and Academic Directors to gather their budget assumptions and deliver to EdTec
3/21	Preliminary draft budgets delivered to CFO, Principals and Regional Directors
3/23 – 4/1	Make changes to budget
4/4	Deliver preliminary budgets for final review and fiscal committee review
4/14	Present budget at board meeting for approval (note: LCAP MUST be approved PRIOR to approving budgets)
5/15	May Revise
5/15 – 5/20	Incorporate changes from May Revise
By 6/30/16	Final Preliminary Budget Approved

Forecast Update

Forecast – Consolidated by Site

Forecasted Operating Income of \$6,966,142 after depreciation,
with combined ADA of 3,328



	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16
	Current Forecast - MSA-1	Current Forecast - MSA-2	Current Forecast - MSA-3	Current Forecast - MSA-4	Current Forecast - MSA-5	Current Forecast - MSA-6	Current Forecast - MSA-7	Current Forecast - MSA-8	Current Forecast - MSA-SA	Current Forecast - MSA-SC	Current Forecast - MSA-SD	Current Forecast - MERF	Current Forecast - Total	
SUMMARY														
Revenue														
General Block Grant	4,899,419	4,155,633	4,027,960	1,630,350	1,218,545	1,365,905	2,390,864	4,155,304	1,138,679	715,336	2,913,006	-	28,611,001	
Federal Revenue	766,418	298,430	600,933	224,041	162,929	109,560	292,373	294,212	283,863	9,051	85,583	-	3,127,394	
Other State Revenues	1,306,810	638,476	1,005,519	275,897	239,947	305,416	701,616	778,230	7,008,849	305,140	481,939	-	13,047,838	
Local Revenues	45,223	106,837	41,290	37,299	13,663	9,717	70,291	73,933	34,342	26	108,800	4,727,733	5,269,155	
Fundraising and Grants	35,000	25,000	10,000	15,734	3,000	10,000	50,000	20,000	17,500	15,500	20,000	250,000	471,734	
Total Revenue	7,052,870	5,224,376	5,685,702	2,183,321	1,638,083	1,800,599	3,505,144	5,321,679	8,483,234	1,045,053	3,609,328	4,977,733	50,527,122	
Expenses														
Compensation and Benefits	3,280,415	2,506,891	3,013,420	1,133,526	828,599	784,522	1,708,959	2,849,355	1,149,563	1,148,027	2,010,527	2,798,264	23,212,068	
Books and Supplies	937,385	688,622	823,313	273,519	152,900	166,455	361,271	642,834	347,643	78,150	358,010	109,423	4,939,525	
Services and Other Operating Expenditure	2,403,230	1,780,219	1,850,489	676,250	478,972	438,846	1,252,782	1,769,821	623,400	766,802	854,375	2,214,622	15,109,808	
Capital Outlay	3,810,400	-	-	679	-	61,139	12,788	-	-	6,051	-	-	3,891,057	
Total Expenses	10,431,430	4,975,732	5,687,222	2,083,974	1,460,471	1,450,963	3,335,799	5,262,011	2,120,605	1,999,029	3,222,912	5,122,310	47,152,459	
Operating Income (excluding Depreciation)	(3,378,560)	248,644	(1,520)	99,347	177,612	349,636	169,345	59,668	6,362,629	(953,977)	386,416	(144,576)	3,374,664	
<i>Operating Income (including Depreciation)</i>	355,273	213,920	(14,050)	90,806	160,411	404,407	157,106	52,134	6,344,359	(987,779)	341,797	(152,242)	6,966,142	
Fund Balance														
Beginning Balance (Unaudited)	2,101,135	987,700	513,286	502,151	890,631	485,437	762,024	2,896,467	2,300,710	473,945	615,301	689,915	13,218,702	
Audit Adjustment	126,083	6,559	283,543	(35,331)	(35,359)	(10,880)	75,478	(19,802)	(358,604)	24,592	20,654	(654,272)	(577,339)	
Beginning Balance (Audited)	2,227,218	994,259	796,829	466,820	855,272	474,557	837,502	2,876,665	1,942,106	498,537	635,955	35,643	12,641,363	
Operating Income (including Depreciation)	355,273	213,920	(14,050)	90,806	160,411	404,407	157,106	52,134	6,344,359	(987,779)	341,797	(152,242)	6,966,142	
Ending Fund Balance (including Depreciation)	2,582,491	1,208,179	782,779	557,626	1,015,683	878,964	994,608	2,928,799	8,286,465	(489,242)	977,752	(116,599)	19,607,505	
Ending Fund Balance as a % of Expenses	25%	24%	14%	27%	70%	61%	30%	56%	391%	-24%	30%	-2%	42%	
Total ADA	524.5	466.5	443.7	178.4	141.6	163.5	281.6	481.4	140.8	96.2	409.9	0.0	3,328	

Monthly Forecast – MSA-1

Forecasted Operating Income of \$355.3K after depreciation,
a decrease of \$34.4K from the previous forecast.



	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY					
Revenue					
General Block Grant	1,980,822	4,914,759	4,899,419	(15,340)	2,918,597
Federal Revenue	158,848	737,286	766,418	29,132	607,569
Other State Revenues	303,149	1,290,506	1,306,810	16,304	1,003,661
Local Revenues	63,551	45,223	45,223	-	(18,328)
Fundraising and Grants	19,731	35,000	35,000	-	15,269
Total Revenue	2,526,101	7,022,774	7,052,870	30,096	4,526,769
Expenses					
Compensation and Benefits	1,525,043	3,280,415	3,280,415	-	1,755,372
Books and Supplies	115,049	941,164	937,385	3,779	822,336
Services and Other Operating Expenditure	1,139,142	2,334,991	2,403,230	(68,239)	1,264,088
Capital Outlay	3,810,400	3,810,400	3,810,400	-	-
Total Expenses	6,589,634	10,366,970	10,431,430	(64,460)	3,841,796
Operating Income (includes CapEx, excludes Depreci	(4,063,533)	(3,344,196)	(3,378,560)	(34,364)	684,973
Operating Income (including Depreciation)	(253,133)	389,637	355,273	(34,364)	608,406
Fund Balance					
Beginning Balance (Unaudited)	2,101,135	2,101,135	2,101,135		
Audit Adjustment	126,083	126,083	126,083		
Beginning Balance (Audited)	2,227,218	2,227,218	2,227,218		
Operating Income (including Depreciation)	(253,133)	389,637	355,273		
Ending Fund Balance (including Depreciation)	1,974,085	2,616,855	2,582,491		
Total ADA		525.7	524.5		

Revenue increase due to P-1 and PY revenue not accrued

Adjusted food expense per P-1 ADA

PY Expenses not accrued

Monthly Forecast – MSA-2

Forecasted Operating Income of \$213.9K after depreciation,
a **decrease of \$62K** from the previous forecast.



	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY					
Revenue					
General Block Grant	1,611,203	4,221,852	4,155,633	(66,219)	2,544,430
Federal Revenue	100,604	299,695	298,430	(1,264)	197,827
Other State Revenues	245,287	632,207	638,476	6,269	393,189
Local Revenues	67,998	106,837	106,837	-	38,839
Fundraising and Grants	6,024	25,000	25,000	-	18,976
Total Revenue	2,031,116	5,285,591	5,224,376	(61,215)	3,193,260
Expenses					
Compensation and Benefits	1,217,130	2,506,891	2,506,891	-	1,289,760
Books and Supplies	487,978	687,158	688,622	(1,464)	200,645
Services and Other Operating Expenditure	754,803	1,780,867	1,780,219	648	1,025,416
Capital Outlay	-	-	-	-	-
Total Expenses	2,459,911	4,974,916	4,975,732	(816)	2,515,821
Operating Income (excluding Depreciation)	(428,795)	310,675	248,644	(62,031)	677,439
Operating Income (including Depreciation)	(428,795)	275,951	213,920	(62,031)	642,715
Fund Balance					
Beginning Balance (Unaudited)	987,700	987,700	987,700		
Audit Adjustment	6,559	6,559	6,559		
Beginning Balance (Audited)	994,259	994,259	994,259		
Operating Income (including Depreciation)	(428,795)	275,951	213,920		
Ending Fund Balance (including Depreciation)	565,464	1,270,210	1,208,179		
Total ADA		472.9	466.5		

Adjusted due to P-1 ADA
PY State Lottery not accrued

Non-student food not budgeted

Monthly Forecast – MSA-3

Forecasted Operating Loss of \$14.1K after depreciation, a decrease of \$33.6K from the Previous Forecast.



	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY					
Revenue					
General Block Grant	1,638,454	4,058,793	4,027,960	(30,833)	2,389,506
Federal Revenue	74,016	601,468	600,933	(534)	528,917
Other State Revenues	299,745	940,893	1,005,519	64,625	705,774
Local Revenues	127,902	41,290	41,290	-	(86,611)
Fundraising and Grants	-	10,000	10,000	-	10,000
Total Revenue	2,140,117	5,652,444	5,685,702	33,258	3,545,585
Expenses					
Compensation and Benefits	1,360,209	2,995,973	3,013,420	(17,447)	1,653,211
Books and Supplies	410,716	835,486	823,313	12,173	412,597
Services and Other Operating Expenditure	591,519	1,788,874	1,850,489	(61,615)	1,258,970
Capital Outlay	-	-	-	-	-
Total Expenses	2,362,444	5,620,333	5,687,222	(66,889)	3,324,778
Operating Income (excluding Depreciation)	(222,327)	32,111	(1,520)	(33,631)	220,807
Operating Income (including Depreciation)	(222,327)	19,581	(14,050)	(33,631)	208,277
Fund Balance					
Beginning Balance (Unaudited)	513,286	513,286	513,286		
Audit Adjustment	283,543	283,543	283,543		
Beginning Balance (Audited)	796,829	796,829	796,829		
Operating Income (including Depreciation)	(222,327)	19,581	(14,050)		
Ending Fund Balance (including Depreciation)	574,502	816,410	782,779		
Total ADA		446.4	443.7		

Adjusted due to P-1 ADA and PY revenue not accrued

ASES staff adjustments

Food expense decreased due to ADA adjustment

PY expenses not accrued. Contracted subs trending very high

Monthly Forecast – MSA-4

Forecasted Operating Income of \$90.8K after depreciation,
an increase of \$42.9K from the Previous Forecast.



	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY					
Revenue					
General Block Grant	804,364	1,590,265	1,630,350	40,085	825,986
Federal Revenue	51,204	223,133	224,041	908	172,837
Other State Revenues	115,987	272,512	275,897	3,385	159,909
Local Revenues	32,399	37,299	37,299	-	4,900
Fundraising and Grants	15,734	15,734	15,734	-	-
Total Revenue	1,019,689	2,138,943	2,183,321	44,378	1,163,633
Expenses					
Compensation and Benefits	516,828	1,133,328	1,133,526	(198)	616,697
Books and Supplies	37,697	273,519	273,519	(0)	235,822
Services and Other Operating Expenditure	226,562	674,960	676,250	(1,290)	449,687
Capital Outlay	679	-	679	(679)	-
Total Expenses	781,767	2,081,807	2,083,974	(2,167)	1,302,207
Operating Income (excluding Depreciation)	237,922	57,137	99,347	42,211	(138,574)
Operating Income (including Depreciation)	238,601	47,916	90,806	42,890	(147,795)
Fund Balance					
Beginning Balance (Unaudited)	502,151	502,151	502,151		
Audit Adjustment	(35,331)	(35,331)	(35,331)		
Beginning Balance (Audited)	466,820	466,820	466,820		
Operating Income (including Depreciation)	238,601	47,916	90,806		
Ending Fund Balance (including Depreciation)	705,421	514,736	557,626		
Total ADA		173.9	178.4		

Adjusted due to P-1 ADA

SUI Insurance updated per actuals

P-1 ADA updated

Updated per actuals

Monthly Forecast – MSA-5

Forecasted Operating Income of \$160.4K after depreciation,
an increase of \$16.3K from the Previous Forecast.



	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY					
Revenue					
General Block Grant	320,991	1,226,157	1,218,545	(7,612)	897,554
Federal Revenue	36,597	136,848	162,929	26,081	126,333
Other State Revenues	96,390	240,621	239,947	(674)	143,556
Local Revenues	10,381	13,663	13,663	-	3,282
Fundraising and Grants	218	3,000	3,000	-	2,782
Total Revenue	464,576	1,620,288	1,638,083	17,795	1,173,507
Expenses					
Compensation and Benefits	360,140	828,599	828,599	-	468,460
Books and Supplies	8,554	152,900	152,900	-	144,346
Services and Other Operating Expenditure	138,719	477,446	478,972	(1,526)	340,253
Capital Outlay	-	-	-	-	-
Total Expenses	507,412	1,458,945	1,460,471	(1,526)	953,059
Operating Income (excluding Depreciation)	(42,836)	161,343	177,612	16,269	220,448
Operating Income (including Depreciation)	(42,836)	144,142	160,411	16,269	203,247
Fund Balance					
Beginning Balance (Unaudited)	890,631	890,631	890,631		
Audit Adjustment	(35,359)	(35,359)	(35,359)		
Beginning Balance (Audited)	855,272	855,272	855,272		
Operating Income (including Depreciation)	(42,836)	144,142	160,411		
Ending Fund Balance (including Depreciation)	812,436	999,414	1,015,683		
Total ADA		142.5	141.6		

Adjusted due to P-1 ADA; PY Federal Revenue not accrued

Adjusted due to P-1 ADA and payroll fees updated per actuals

Monthly Forecast – MSA-6

Forecasted Operating Income of \$404.4K after depreciation,
a decrease of \$17.7K from the Previous Forecast.



	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY					
Revenue					
General Block Grant	557,896	1,375,307	1,365,905	(9,402)	808,009
Federal Revenue	36,830	109,781	109,560	(221)	72,731
Other State Revenues	84,860	306,238	305,416	(822)	220,556
Local Revenues	5,717	9,717	9,717	-	4,000
Fundraising and Grants	6,919	10,000	10,000	-	3,081
Total Revenue	692,222	1,811,043	1,800,599	(10,445)	1,108,377
Expenses					
Compensation and Benefits	379,823	784,522	784,522	-	404,699
Books and Supplies	59,722	166,456	166,455	1	106,733
Services and Other Operating Expenditure	174,417	431,572	438,846	(7,274)	264,429
Capital Outlay	61,139	61,139	61,139	-	0
Total Expenses	675,101	1,443,690	1,450,963	(7,273)	775,862
Operating Income (excluding Depreciation)	17,121	367,354	349,636	(17,718)	332,515
<i>Operating Income (including Depreciation)</i>	78,260	422,125	404,407	(17,718)	326,147
Fund Balance					
Beginning Balance (Unaudited)	485,437	485,437	485,437		
Audit Adjustment	(10,880)	(10,880)	(10,880)		
Beginning Balance (Audited)	474,557	474,557	474,557		
Operating Income (including Depreciation)	78,260	422,125	404,407		
Ending Fund Balance (including Depreciation)	552,817	896,682	878,964		
Total ADA		164.6	163.5		

Adjusted due to P-1 ADA

Adjusted due to P-1 ADA and PY expenses not accrued

Monthly Forecast – MSA-7

Forecasted Operating Income of \$157.1K after depreciation,
a decrease of \$6.7K from the Previous Forecast.



	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	1,008,153	2,386,946	2,397,374	2,390,864	(6,510)	1,382,711
Federal Revenue	71,516	292,506	292,506	292,373	(133)	220,857
Other State Revenues	322,733	701,489	701,852	701,616	(236)	378,883
Local Revenues	43,289	63,967	70,291	70,291	-	27,002
Fundraising and Grants	10,051	50,000	50,000	50,000	-	39,949
Total Revenue	1,455,742	3,494,908	3,512,023	3,505,144	(6,878)	2,049,402
Expenses						
Compensation and Benefits	767,870	1,671,109	1,708,959	1,708,959	-	941,089
Books and Supplies	59,308	357,677	361,271	361,271	-	301,963
Services and Other Operating Expenditures	611,432	1,238,852	1,252,911	1,252,782	130	641,349
Capital Outlay	12,788	12,788	12,788	12,788	-	-
Total Expenses	1,451,398	3,280,425	3,335,928	3,335,799	130	1,884,401
Operating Income (excluding Depreciation)	4,345	214,483	176,094	169,345	(6,749)	165,001
<i>Operating Income (including Depreciation)</i>	17,132	203,949	163,855	157,106	(6,749)	139,974
Fund Balance						
Beginning Balance (Unaudited)	762,024	762,024	762,024	762,024		
Audit Adjustment	75,478	-	75,478	75,478		
Beginning Balance (Audited)	837,502	762,024	837,502	837,502		
Operating Income (including Depreciation)	17,132	203,949	163,855	157,106		
Ending Fund Balance (including Depreciation)	854,634	965,972	1,001,357	994,608		
Total ADA		282.3	282.3	281.6		

Revenues decreased based on P-1

Decreased district oversight fees based on revenues

Monthly Forecast – MSA-8

Forecasted Operating Income of \$52.1K after depreciation, an increase of \$48.9K from the Previous Forecast.



	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	1,731,155	4,091,513	4,094,058	4,155,304	61,246	2,424,149
Federal Revenue	150,035	292,852	292,852	294,212	1,360	144,177
Other State Revenues	325,402	781,510	773,448	778,230	4,782	452,828
Local Revenues	44,875	66,810	73,933	73,933	-	29,057
Fundraising and Grants	9,757	20,000	20,000	20,000	-	10,243
Total Revenue	2,261,224	5,252,685	5,254,291	5,321,679	67,388	3,060,455
Expenses						
Compensation and Benefits	1,402,801	2,737,527	2,849,355	2,849,355		1,446,555
Books and Supplies	268,699	736,116	638,813	642,834	(4,021)	374,135
Services and Other Operating Expenditures	901,348	1,708,513	1,755,385	1,769,821	(14,436)	868,473
Capital Outlay	-	-	-	-	-	-
Total Expenses	2,572,848	5,182,156	5,243,554	5,262,011	(18,457)	2,689,163
Operating Income (excluding Depreciation)	(311,624)	70,529	10,737	59,668	48,931	371,291
<i>Operating Income (including Depreciation)</i>	(311,624)	62,995	3,203	52,134	48,931	363,757
Fund Balance						
Beginning Balance (Unaudited)	2,896,467	2,896,467	2,896,467	2,896,467		
Audit Adjustment	(19,802)	-	(19,802)	(19,802)		
Beginning Balance (Audited)	2,876,665	2,896,467	2,876,665	2,876,665		
Operating Income (including Depreciation)	(311,624)	62,995	3,203	52,134		
Ending Fund Balance (including Depreciation)	2,565,041	2,959,462	2,879,868	2,928,799		
Total ADA		474.3	474.3	481.4		

Revenue forecast increased due to P-1

Computers went over budget

PY Expenses that were not accrued

Monthly Forecast – MSA-SA

Forecasted Operating Income of \$6.34M after depreciation, a decrease of \$22K from the Previous Forecast.



	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	562,718	1,136,266	1,138,502	1,138,679	177	575,961
Federal Revenue	11,127	290,627	283,700	283,863	163	272,736
Other State Revenues	95,105	324,146	7,001,115	7,008,849	7,734	6,913,744
Local Revenues	9,305	34,000	34,046	34,342	297	25,038
Fundraising and Grants	8,934	17,500	17,500	17,500	-	8,566
Total Revenue	687,189	1,802,539	8,474,863	8,483,234	8,371	7,796,045
Expenses						
Compensation and Benefits	514,240	1,139,323	1,149,563	1,149,563	-	635,323
Books and Supplies	257,900	378,294	347,643	347,643	-	89,743
Services and Other Operating Expenditures	301,349	621,731	592,930	623,400	(30,470)	322,051
Capital Outlay	-	-	-	-	-	-
Total Expenses	1,073,489	2,139,348	2,090,135	2,120,605	(30,470)	1,047,116
Operating Income (excluding Depreciation)	(386,300)	(336,808)	6,384,728	6,362,629	(22,099)	6,748,929
<i>Operating Income (including Depreciation)</i>	(386,300)	(355,078)	6,366,458	6,344,359	(22,099)	6,730,659
Fund Balance						
Beginning Balance (Unaudited)	2,300,710	2,300,710	2,300,710	2,300,710		
Audit Adjustment	(358,604)	-	(358,604)	(358,604)		
Beginning Balance (Audited)	1,942,106	2,300,710	1,942,106	1,942,106		
Operating Income (including Depreciation)	(386,300)	(355,078)	6,366,458	6,344,359		
Ending Fund Balance (including Depreciation)	1,555,806	1,945,632	8,308,564	8,286,465		
Total ADA		140.7	140.7	140.8		

Revenues based on P-1

PY Revenue that was not accrued

PY Expenses not accrued

Monthly Forecast – MSA-SC

Forecasted Operating Loss of \$987.8K after depreciation, a decrease of \$93.7K from the Previous Forecast.



	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	760,416	770,883	768,797	715,336	(53,461)	(45,080)
Federal Revenue	7,922	63,688	7,994	9,051	1,057	1,129
Other State Revenues	114,777	347,168	306,199	305,140	(1,060)	190,362
Local Revenues	26	-	26	26	-	-
Fundraising and Grants	18	15,500	15,500	15,500	-	15,482
Total Revenue	883,160	1,197,239	1,098,516	1,045,053	(53,464)	161,893
Expenses						
Compensation and Benefits	612,017	1,066,860	1,148,027	1,148,027	-	536,010
Books and Supplies	19,492	80,670	78,150	78,150	-	58,657
Services and Other Operating Expenditures	374,697	688,291	726,541	766,802	(40,261)	392,105
Capital Outlay	6,051	6,051	6,051	6,051	-	-
Total Expenses	1,012,257	1,841,872	1,958,768	1,999,029	(40,261)	986,772
Operating Income (excluding Depreciation)	(129,097)	(644,633)	(860,252)	(953,977)	(93,725)	(824,879)
<i>Operating Income (including Depreciation)</i>	(123,046)	(678,435)	(894,054)	(987,779)	(93,725)	(864,732)
Fund Balance						
Beginning Balance (Unaudited)	473,945	473,945	473,945	473,945		
Audit Adjustment	24,592	-	24,592	24,592		
Beginning Balance (Audited)	498,537	473,945	498,537	498,537		
Operating Income (including Depreciation)	(123,046)	(678,435)	(894,054)	(987,779)		
Ending Fund Balance (including Depreciation)	375,491	(204,490)	(395,517)	(489,242)		
Total ADA		102.7	102.7	96.2		

Revenue decrease due to P-1. Current payments are based on P-2 and overpayment will need to be returned

PY expenses that were not accrued and consulting services went over budget.

Monthly Forecast – MSA-SD

Forecasted Operating Income of \$341.8K after depreciation,
a **decrease** of \$11.97K from the Previous Forecast.



	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY					
Revenue					
General Block Grant	1,117,337	2,908,733	2,913,006	4,273	1,795,669
Federal Revenue	8,483	84,919	85,583	664	77,100
Other State Revenues	166,985	481,555	481,939	384	314,954
Local Revenues	54,562	108,800	108,800	-	54,238
Fundraising and Grants	2,880	20,000	20,000	-	17,120
Total Revenue	1,350,247	3,604,007	3,609,328	5,321	2,259,081
Expenses					
Compensation and Benefits	854,361	2,006,312	2,010,527	(4,215)	1,156,166
Books and Supplies	103,390	358,010	358,010	-	254,620
Services and Other Operating Expenditures	276,166	841,295	854,375	(13,080)	578,209
Capital Outlay	-	-	-	-	-
Total Expenses	1,233,917	3,205,618	3,222,912	(17,295)	1,988,995
Operating Income (excluding Depreciation)	116,330	398,389	386,416	(11,973)	270,086
<i>Operating Income (including Depreciation)</i>	116,330	353,770	341,797	(11,973)	225,467
Fund Balance					
Beginning Balance (Unaudited)	615,301	615,301	615,301		
Audit Adjustment	20,654	20,654	20,654		
Beginning Balance (Audited)	635,955	635,955	635,955		
Operating Income (including Depreciation)	116,330	353,770	341,797		
Ending Fund Balance (including Depreciation)	752,285	989,725	977,752		

Revenue increase due to P-1 and PY revenue not accrued

New hire

PY Expenses that were not accrued

Total ADA

409.3

410

Monthly Forecast – MERF

Forecasted Operating Loss of \$152.2K after depreciation, a decrease of \$117.8K from the previous forecast.



	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY					
Revenue					
Local Revenues	2,556,293	4,727,733	4,727,733	-	2,171,441
Total Revenue	2,581,293	4,977,733	4,977,733	-	2,396,441
Expenses					
Compensation and Benefits	1,404,746	2,780,963	2,798,264	(17,301)	1,393,518
Books and Supplies	50,938	109,423	109,423	-	58,486
Services and Other Operating Expenditure	1,177,251	2,114,172	2,214,622	(100,450)	1,037,372
Capital Outlay	-	-	-	-	-
Total Expenses	2,632,934	5,004,559	5,122,310	(117,751)	2,489,375
Operating Income (excluding Depreciation)	(51,642)	(26,825)	(144,576)	(117,751)	(92,934)
<i>Operating Income (including Depreciation)</i>	(51,642)	(34,491)	(152,242)	(117,751)	(100,600)
Fund Balance					
Beginning Balance (Unaudited)	689,915	689,915	689,915		
Audit Adjustment	(654,272)	(654,272)	(654,272)		
Beginning Balance (Audited)	35,643	35,643	35,643		
Operating Income (including Depreciation)	(51,642)	(34,491)	(152,242)		
Ending Fund Balance (including Depreciation)	(15,999)	1,152	(116,599)		

Staff raise

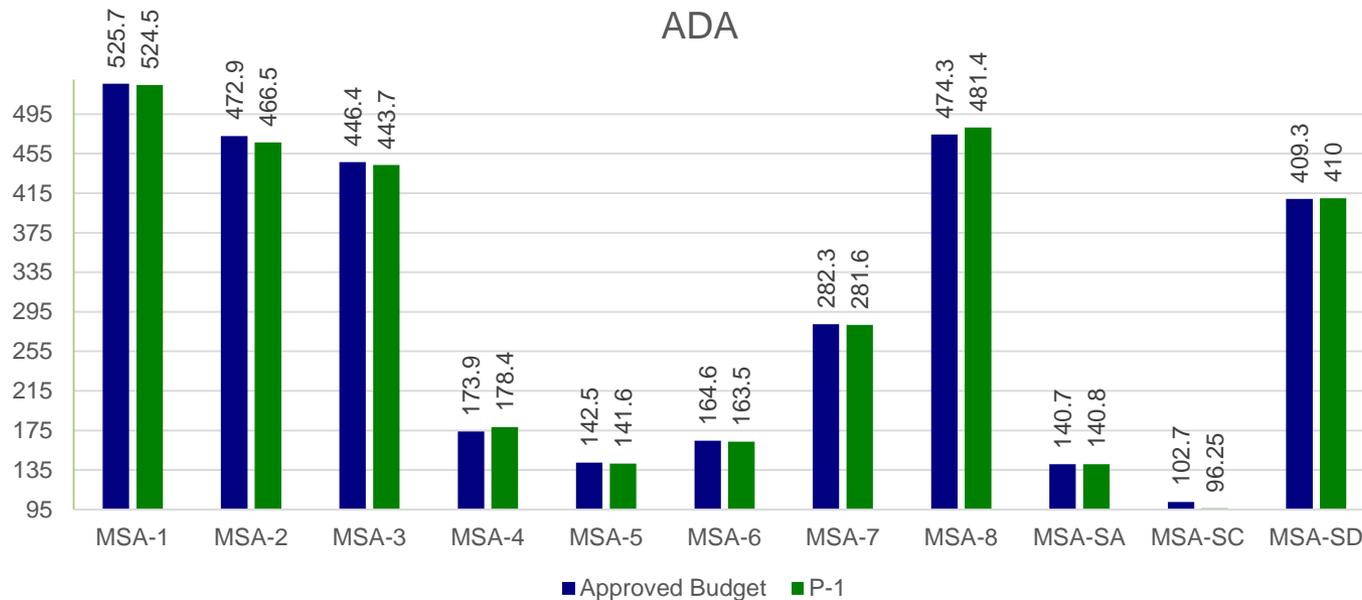
Professional development and marketing expenses increased.
\$51,400 will be allocated across sites in the January financials

P-1 ADA

Consolidated P-1 ADA is 3,328, 7 less than the Approved Budget



P-1 ADA is average number of students who attended school each day from first day of school until approximately holiday break



P-1 ADA

Average ADA Percentage is 97.4% across all sites



P-1 ADA is average number of students who attended school each day from first day of school until approximately holiday break

	Average ADA %	Average Total Enrollment
MSA - 1	96.0%	539
MSA - 2	96.56%	486
MSA - 3	98.28%	453
MSA - 4	97.58%	186
MSA - 5	97.09%	148
MSA - 6	98.93%	168

	Average ADA %	Average Total Enrollment
MSA - 7	97.18%	290
MSA - 8	98.16%	492
MSA - SA	96.88%	165
MSA - SC	95.97%	103
MSA - SD	97.13%	422

Exhibits

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget		Forecast Remaining	% of Forecast Spent	Notes
	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)			
SUMMARY							
Revenue							
General Block Grant	1,980,822	4,914,759	4,899,419	(15,340)	2,918,597	40%	Adj per P1 ADA
Federal Revenue	158,848	737,286	766,418	29,132	607,569	21%	PY AR not accrued - Title I-II
Other State Revenues	303,149	1,290,506	1,306,810	16,304	1,003,661	23%	PY AR not accrued
Local Revenues	63,551	45,223	45,223	-	(18,328)	141%	Uncategorized revenues (\$39k 12/18 deposit)
Fundraising and Grants	19,731	35,000	35,000	-	15,269	56%	
Total Revenue	2,526,101	7,022,774	7,052,870	30,096	4,526,769	36%	
Expenses							
Compensation and Benefits	1,525,043	3,280,415	3,280,415	-	1,755,372	46%	
Books and Supplies	115,049	941,164	937,385	3,779	822,336	12%	Adjust food exp per P1 ADA
Services and Other Operating Expenditures	1,139,142	2,334,991	2,403,230	(68,239)	1,264,088	47%	PY expenses not accrued at 6/30
Capital Outlay	3,810,400	3,810,400	3,810,400	-	-	100%	
Total Expenses	6,589,634	10,366,970	10,431,430	(64,460)	3,841,796	63%	
Operating Income (includes CapEx, excludes Depreciatic	(4,063,533)	(3,344,196)	(3,378,560)	(34,364)	684,973		
<i>Operating Income (including Depreciation)</i>	(253,133)	389,637	355,273	(34,364)	608,406		
Fund Balance							
Beginning Balance (Unaudited)	2,101,135	2,101,135	2,101,135			100%	
Audit Adjustment	126,083	126,083	126,083			100%	
Beginning Balance (Audited)	2,227,218	2,227,218	2,227,218			100%	\$2,227,218 ties to audit report
Operating Income (including Depreciation)	(253,133)	389,637	355,273				
Ending Fund Balance (including Depreciation)	1,974,085	2,616,855	2,582,491			76%	
Total ADA		525.7	524.5				Cum ADA at Mo4 = 524.54 (P1)

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	1,192,542	3,274,284	3,262,689	(11,596)	2,070,147	37%	Adj for P1 ADA
8012	Education Protection Account Entitlement	367,334	775,753	773,982	(1,771)	406,648	47%	Adj for P1 ADA
8096	Charter Schools in Lieu of Property Taxes	420,946	864,721	862,748	(1,974)	441,802	49%	Adj for P1 ADA
		1,980,822	4,914,759	4,899,419	(15,340)	2,918,597	40%	
8100 Federal Revenue								
8181	Special Education - Entitlement	49,233	104,444	104,205	(238)	54,972	47%	Adj for P1 ADA
8220	Child Nutrition Programs	-	378,550	378,550	-	378,550	0%	
8291	Title I	78,729	202,757	202,757	-	124,028	39%	
8292	Title II	-	8,035	8,035	-	8,035	0%	
8293	Title III	-	41,984	41,984	-	41,984	0%	includes entitlement for all sites - MSA1 is cons
8297	PY Federal - Not Accrued	30,886	1,516	30,886	29,370	-	100%	Various FY14-15 Title I-III AR not accrued
SUBTOTAL - Federal Income		158,848	737,286	766,418	29,132	607,569	21%	
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	18,515	1,322	18,515	17,193	0	100%	FY14-15 State revenue not fully accrued (Lotter
8381	Special Education - Entitlement (State)	145,051	294,267	293,596	(672)	148,545	49%	Adj for P1 ADA
8520	Child Nutrition - State	-	34,648	34,648	-	34,648	0%	
8545	School Facilities Apportionments	-	379,516	379,516	-	379,516	0%	SB740 adjusted for CSFIGP and max allowed p
8550	Mandated Cost Reimbursements	130,285	285,293	285,293	-	155,008	46%	
8560	State Lottery Revenue	-	95,159	94,942	(217)	94,942	0%	Adj for P1 ADA
8590	All Other State Revenue	9,298	50,302	50,302	-	41,004	18%	One time discretionary funding, Educator Effect
8593	ASES	-	150,000	150,000	-	150,000	0%	
SUBTOTAL - Other State Income		303,149	1,290,506	1,306,810	16,304	1,003,661	23%	
8600 Other Local Revenue								
8634	Food Service Sales	2,821	5,000	5,000	-	2,179	56%	
8636	Uniforms	7,329	10,000	10,000	-	2,671	73%	
8690	Other Local Revenue	1,897	19,000	19,000	-	17,103	10%	
8714	Opt3 Grants	8,653	8,653	8,653	-	-	100%	

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual						
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
8720	Refunds	2,570	2,570	2,570	-	-	100%	increased to match actuals
8999	Uncategorized Revenue	40,281	-	-	-	(40,281)		awaiting coding
SUBTOTAL - Local Revenues		63,551	45,223	45,223	-	(18,328)	141%	
8800 Donations/Fundraising								
8802	Donations - Private	860	1,000	1,000	-	140	86%	
8803	Fundraising	18,871	34,000	34,000	-	15,129	56%	
SUBTOTAL - Fundraising and Grants		19,731	35,000	35,000	-	15,269	56%	
TOTAL REVENUE		2,526,101	7,022,774	7,052,870	30,096	4,526,769	36%	
EXPENSES								
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	825,763	1,813,393	1,813,393	-	987,630	46%	Pay raises effective 10/31/15
1300	Certificated Supervisor & Administrator Salarie	172,669	378,034	378,034	-	205,365	46%	
SUBTOTAL - Certificated Employees		998,432	2,191,427	2,191,427	-	1,192,994	46%	
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	75,363	164,213	164,213	-	88,851	46%	
2900	Classified Other Salaries	125,073	217,699	217,699	-	92,625	57%	Added - ASES expenses not previously in budg
SUBTOTAL - Classified Employees		200,436	381,912	381,912	-	181,476	52%	
Employee Benefits Summary								
3100	STRS	106,520	229,774	229,774	-	123,254	46%	
3200	PERS	9,298	23,361	23,361	-	14,063	40%	
3300	OASDI-Medicare-Alternative	29,027	63,847	63,847	-	34,820	45%	
3400	Health & Welfare Benefits	156,611	307,500	307,500	-	150,889	51%	Trending about \$20k higher overall
3500	Unemployment Insurance	9,686	34,140	34,140	-	24,455	28%	Note: Unemployment rate is different compared
3600	Workers Comp Insurance	9,753	33,453	33,453	-	23,701	29%	
3900	Other Employee Benefits	5,280	15,000	15,000	-	9,720	35%	cash outs included in salary lines

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget			
		Actual			Variance	% of	
		Actual YTD	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent
						Notes	
SUBTOTAL - Employee Benefits		326,174	707,076	707,076	-	380,901	46%
4000	Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	8,321	250,000	250,000	0	241,679	3%
4200	Books & Other Reference Materials	961	26,000	26,000	0	25,039	4%
4315	Custodial Supplies	3,362	34,000	34,000	-	30,638	10%
4320	Educational Software	6,454	32,850	32,850	0	26,396	20%
4325	Instructional Materials & Supplies	5,579	15,150	15,150	-	9,571	37% <i>added \$10k ASES expenses per budget</i>
4326	Art & Music Supplies	2,503	5,000	5,000	-	2,497	50%
4330	Office Supplies	5,171	29,500	29,500	-	24,329	18%
4340	Professional Development Supplies	421	1,000	1,000	-	579	42%
4345	Non Instructional Student Materials & Supplies	5,434	45,000	45,000	-	39,566	12%
4346	Teacher Supplies	194	500	500	-	306	39%
4350	Uniforms	777	1,000	1,000	-	223	78%
4400	Noncapitalized Equipment	-	70,000	70,000	-	70,000	0%
4410	Classroom Furniture, Equipment & Supplies	4,145	5,000	5,000	-	855	83%
4420	Computers (individual items less than \$5k)	10,657	13,187	13,187	-	2,530	81%
4430	Non Classroom Related Furniture, Equipment & St	1,473	1,813	1,813	-	340	81%
4700	Food	58,570	409,664	405,885	3,779	347,315	14% <i>Adj per P1 ADA</i>
4720	Other Food	1,027	1,500	1,500	-	473	68% <i>Non-NSLP food costs (meetings, etc.) not budg</i>
SUBTOTAL - Books and Supplies		115,049	941,164	937,385	3,779	822,336	12%
Books & Supplies Summary							
4100	Approved Textbooks & Core Curricula Material:	8,321	250,000	250,000	0	241,679	3%
4200	Books & Other Reference Materials	961	26,000	26,000	0	25,039	4%
4300	Materials & Supplies	29,895	164,000	164,000	0	134,105	18%
4400	Noncapitalized Equipment	16,275	90,000	90,000	-	73,725	18%
4700	Food	59,597	411,164	407,385	3,779	347,788	15%
SUBTOTAL - Books and Supplies		115,049	941,164	937,385	3,779	822,336	12%
5000	Services & Other Operating Expenses						
5101	Shared Management Fee - CMO	509,310	873,103	873,103	-	363,793	58%
5200	Travel & Conferences	493	36,268	35,768	500	35,275	1%
5210	Conference Fees	2,616	3,000	3,000	-	384	87%

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual			Variance	Forecast	% of	
		Actual YTD	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent	
							Notes	
5215	Travel - Mileage, Parking, Tolls	635	500	1,000	(500)	365	63%	
5220	Travel and Lodging	379	500	500	-	121	76%	
5300	Dues & Memberships	4,655	7,854	7,854	-	3,199	59%	
5450	Insurance - Other	11,303	27,127	27,127	-	15,824	42%	
5500	Operations & Housekeeping	12,070	29,400	29,400	-	17,330	41%	
5510	Utilities - Gas and Electric	33,490	42,600	42,600	-	9,110	79%	
5605	Equipment Leases	3,365	24,000	24,000	-	20,635	14%	
5610	Rent	227,461	506,021	506,021	-	278,560	45%	
5615	Repairs and Maintenance - Building	30,274	34,500	34,200	300	3,926	89%	
5617	Repairs and Maintenance - Other Equipment	1,604	1,500	1,800	(300)	197	89%	
5803	Accounting Fees	-	5,000	5,000	-	5,000	0%	
5809	Banking Fees	96	1,500	1,500	-	1,404	6%	
5813	School Programs - After School Program	11,085	23,264	23,264	-	12,179	48%	Corrected ASES per budget (no longer contract
5814	School Programs - Academic Competitions	1,153	1,100	1,600	(500)	447	72%	
5819	School Programs - Other	15,194	48,900	48,400	500	33,206	31%	
5820	Consultants - Non Instructional	2,645	24,000	24,000	-	21,355	11%	
5822	Other Professional Services	29,924	69,000	69,000	-	39,076	43%	
5824	District Oversight Fees	20,583	49,148	48,994	153	28,411	42%	
5830	Field Trips Expenses	5,324	19,286	19,286	-	13,962	28%	moved to transportation
5843	Interest - Loans Less than 1 Year	11,122	122,344	122,344	-	111,222	9%	Added estimated int on \$2.8MM loan for purch
5845	Legal Fees	-	20,000	20,000	-	20,000	0%	
5848	Licenses and Other Fees	17,096	17,097	17,097	-	1	100%	
5851	Marketing and Student Recruiting	-	18,000	18,000	-	18,000	0%	
5857	Payroll Fees	2,945	3,366	3,366	-	421	88%	
5861	Prior Yr Exp (not accrued)	70,854	1,502	70,854	(69,352)	-	100%	Adjusted for actual PY expenses not accrued-b
5863	Professional Development	9,943	86,900	86,900	-	76,957	11%	
5869	Special Education Contract Instructors	125	58,653	58,192	461	58,067	0%	
5872	Special Education Encroachment	38,857	79,742	79,560	182	40,703	49%	
5884	Substitutes	7,655	54,280	54,280	-	46,625	14%	
5887	Technology Services	23,209	28,200	27,940	260	4,731	83%	
5893	Transportation - Student	1,714	1,714	1,714	-	-	100%	moved from field trip
5899	Miscellaneous Operating Expenses	25,477	-	-	-	(25,477)		uncategorized - to clear once coding received
5900	Communications	3,951	9,600	9,600	-	5,649	41%	
5915	Postage and Delivery	2,537	6,022	5,967	56	3,430	43%	
SUBTOTAL - Services & Other Operating Exp.		1,139,142	2,334,991	2,403,230	(68,239)	1,264,088	47%	

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual	Budget		Variance	Forecast	% of	
		Actual YTD	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent	
								Notes
Services & Other Operating Expenditures Summary								
5100	Subagreements for Services	509,310	873,103	873,103	-	363,793	58%	
5200	Travel & Conferences	4,124	40,268	40,268	-	36,145	10%	
5300	Dues & Memberships	4,655	7,854	7,854	-	3,199	59%	
5400	Insurance	11,303	27,127	27,127	-	15,824	42%	
5500	Operations & Housekeeping	45,559	72,000	72,000	-	26,441	63%	
5600	Rentals, Leases, & Repairs	262,703	566,021	566,021	-	303,318	46%	
5800	Other Services & Operating Expenses	295,001	732,996	801,291	(68,295)	506,291	37%	
5900	Communications	6,488	15,622	15,567	56	9,079	42%	
SUBTOTAL - Services & Other Operating Exp.		1,139,142	2,334,991	2,403,230	(68,239)	1,264,088	47%	
6000 Capital Outlay								
6200	Buildings & Improvement of Buildings	3,810,400	3,810,400	3,810,400	-	-	100% <i>flooring - DFS Flooring; S.Way property purcha:</i>	
SUBTOTAL - Capital Outlay		3,810,400	3,810,400	3,810,400	-	-	100%	
TOTAL EXPENSES		6,589,634	10,366,970	10,431,430	(64,460)	3,841,796	63%	
6900	Total Depreciation (includes Prior Years)	-	76,567	76,567	-	76,567	0%	
TOTAL EXPENSES including Depreciation		2,779,234	6,633,137	6,697,597	(64,460)	3,918,363	41%	

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget			% of Forecast Spent	Notes
	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
SUMMARY							
Revenue							
General Block Grant	1,611,203	4,221,852	4,155,633	(66,219)	2,544,430	39%	<i>Adj per P1 ADA (-6.4)</i>
Federal Revenue	100,604	299,695	298,430	(1,264)	197,827	34%	
Other State Revenues	245,287	632,207	638,476	6,269	393,189	38%	<i>PY State Lottery not accrued</i>
Local Revenues	67,998	106,837	106,837	-	38,839	64%	
Fundraising and Grants	6,024	25,000	25,000	-	18,976	24%	
Total Revenue	2,031,116	5,285,591	5,224,376	(61,215)	3,193,260	39%	
Expenses							
Compensation and Benefits	1,217,130	2,506,891	2,506,891	-	1,289,760	49%	
Books and Supplies	487,978	687,158	688,622	(1,464)	200,645	71%	<i>Non-student food not budgeted</i>
Services and Other Operating Expenditures	754,803	1,780,867	1,780,219	648	1,025,416	42%	
Capital Outlay	-	-	-	-	-		
Total Expenses	2,459,911	4,974,916	4,975,732	(816)	2,515,821	49%	
Operating Income (excluding Depreciation)	(428,795)	310,675	248,644	(62,031)	677,439		
<i>Operating Income (including Depreciation)</i>	<i>(428,795)</i>	<i>275,951</i>	<i>213,920</i>	<i>(62,031)</i>	<i>642,715</i>		
Fund Balance							
Beginning Balance (Unaudited)	987,700	987,700	987,700			100%	
Audit Adjustment	6,559	6,559	6,559			100%	
Beginning Balance (Audited)	994,259	994,259	994,259			100%	
Operating Income (including Depreciation)	(428,795)	275,951	213,920				
Ending Fund Balance (including Depreciation)	565,464	1,270,210	1,208,179			47%	
Total ADA		472.9	466.5				<i>Cum Mo4 ADA =466.51 (P1)</i>

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual			Variance		% of	
		Actual YTD	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	Notes
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	943,484	2,761,831	2,715,264	(46,567)	1,771,780	35%	Adj per P1 ADA
8012	Education Protection Account Entitlement	307,424	682,251	673,067	(9,183)	365,643	46%	Adj per P1 ADA
8096	Charter Schools in Lieu of Property Taxes	360,295	777,771	767,302	(10,469)	407,007	47%	Adj per P1 ADA
		1,611,203	4,221,852	4,155,633	(66,219)	2,544,430	39%	
8100 Federal Revenue								
8181	Special Education - Entitlement	42,140	93,941	92,677	(1,264)	50,537	45%	Adj per P1 ADA
8291	Title I	55,657	128,406	128,406	-	72,749	43%	
8292	Title II	1,912	1,920	1,920	-	8	100%	increase to match 2nd apportionment for Title II
8293	Title III	-	1,131	1,131	-	1,131	0%	
8296	Other Federal Revenue	-	74,297	74,297	-	74,297	0%	
8297	PY Federal - Not Accrued	895	-	-	-	(895)		
	SUBTOTAL - Federal Income	100,604	299,695	298,430	(1,264)	197,827	34%	
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	11,318	335	11,318	10,983	-	100%	PY State revenues not accrued
8381	Special Education - Entitlement (State)	124,152	264,678	261,115	(3,563)	136,963	48%	Adj per P1 ADA
8550	Mandated Cost Reimbursements	109,817	242,492	242,492	-	132,675	45%	
8560	State Lottery Revenue	-	85,590	84,438	(1,152)	84,438	0%	Adj per P1 ADA
8590	All Other State Revenue	-	39,112	39,112	-	39,112	0%	
	SUBTOTAL - Other State Income	245,287	632,207	638,476	6,269	393,189	38%	
8600 Other Local Revenue								
8636	Uniforms	9,348	30,000	30,000	-	20,652	31%	
8682	Summer Program	43,951	43,951	43,951	-	-	100%	
8690	Other Local Revenue	6,813	10,000	10,000	-	3,187	68%	
8693	Field Trips	-	15,000	15,000	-	15,000	0%	
8714	Opt3 Grants	7,581	7,581	7,581	-	-	100%	
8720	Refunds	305	305	305	-	-	100%	
	SUBTOTAL - Local Revenues	67,998	106,837	106,837	-	38,839	64%	
8800 Donations/Fundraising								
8802	Donations - Private	56	100	100	-	44	56%	
8803	Fundraising	5,968	24,900	24,900	-	18,932	24%	

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget			% of Forecast Spent	Notes
	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
SUBTOTAL - Fundraising and Grants	6,024	25,000	25,000	-	18,976	24%	
TOTAL REVENUE	2,031,116	5,285,591	5,224,376	(61,215)	3,193,260	39%	

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
EXPENSES						-		
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	696,407	1,437,394	1,437,394	-	740,987	48%	
1300	Certificated Supervisor & Administrator Salaries	113,757	234,598	234,598	-	120,841	48%	
SUBTOTAL - Certificated Employees		810,164	1,671,992	1,671,992	-	861,828	48%	
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	69,333	166,021	166,021	-	96,688	42%	
2900	Classified Other Salaries	61,809	122,046	122,046	-	60,237	51%	Updated for Actual Aides Salaries and recorded.
SUBTOTAL - Classified Employees		131,142	288,068	288,068	-	156,926	46%	
Employee Benefits Summary								
3100	STRS	86,389	177,001	177,001	-	90,613	49%	
3200	PERS	11,068	23,020	23,020	-	11,952	48%	
3300	OASDI-Medicare-Alternative	20,715	47,353	47,353	-	26,638	44%	
3400	Health & Welfare Benefits	147,558	270,000	270,000	-	122,442	55%	Trending high - could require \$30-50k adj
3500	Unemployment Insurance	457	976	976	-	519	47%	
3600	Workers Comp Insurance	9,638	25,481	25,481	-	15,842	38%	
3900	Other Employee Benefits	-	3,000	3,000	-	3,000	0%	
SUBTOTAL - Employee Benefits		275,824	546,831	546,831	-	271,007	50%	
4000 Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	226,833	260,000	260,701	(701)	33,868	87%	
4200	Books & Other Reference Materials	4,438	30,000	28,624	1,376	24,186	16%	
4315	Custodial Supplies	-	6,000	6,000	-	6,000	0%	
4320	Educational Software	20,554	29,500	29,622	(122)	9,067	69%	
4325	Instructional Materials & Supplies	15,009	14,000	15,558	(1,558)	549	96%	
4326	Art & Music Supplies	1,138	1,500	1,500	-	362	76%	
4330	Office Supplies	15,637	25,000	25,000	-	9,363	63%	
4335	PE Supplies	778	1,000	1,000	-	222	78%	
4340	Professional Development Supplies	2,288	2,300	2,300	-	12	99%	moved from 5863
4345	Non Instructional Student Materials & Supplies	1,810	14,000	14,058	(58)	12,248	13%	
4346	Teacher Supplies	189	250	250	-	61	76%	
4350	Uniforms	494	500	500	-	6	99%	

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual						
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
4400	Noncapitalized Equipment	-	10,948	10,948	-	10,948	0%	
4410	Classroom Furniture, Equipment & Supplies	16,037	25,000	25,000	-	8,963	64%	
4420	Computers (individual items less than \$5k)	163,802	163,802	163,802	-	-	100%	
4430	Non Classroom Related Furniture, Equipment & S	4,052	4,052	4,052	-	0	100%	
4700	Food	13,601	97,562	97,964	(402)	84,363	14%	
4720	Other Food	1,317	1,744	1,744	-	427	76% <i>Increase per actuals - non-student food</i>	
SUBTOTAL - Books and Supplies		487,978	687,158	688,622	(1,464)	200,645	71%	
Books & Supplies Summary								
4100	Approved Textbooks & Core Curricula Material	226,833	260,000	260,701	(701)	33,868	87%	
4200	Books & Other Reference Materials	4,438	30,000	28,624	1,376	24,186	16%	
4300	Materials & Supplies	57,897	94,050	95,787	(1,737)	37,890	60%	
4400	Noncapitalized Equipment	183,891	203,802	203,802	-	19,911	90%	
4700	Food	14,918	99,306	99,708	(402)	84,790	15%	
SUBTOTAL - Books and Supplies		487,978	687,158	688,622	(1,464)	200,645	71%	
5000 Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	509,310	873,103	873,103	-	363,793	58%	
5200	Travel & Conferences	942	7,838	7,838	-	6,896	12%	
5210	Conference Fees	1,704	30,138	29,638	500	27,934	6% <i>moved to 5215</i>	
5215	Travel - Mileage, Parking, Tolls	1,405	976	1,476	(500)	71	95% <i>moved from 5210</i>	
5300	Dues & Memberships	5,368	6,000	6,000	-	632	89%	
5450	Insurance - Other	11,179	22,357	22,357	-	11,179	50%	
5500	Operations & Housekeeping	-	8,400	8,400	-	8,400	0%	
5605	Equipment Leases	3,132	14,400	14,400	-	11,268	22%	
5610	Rent	-	144,000	144,594	(594)	144,594	0%	
5615	Repairs and Maintenance - Building	937	5,000	4,000	1,000	3,063	23%	
5617	Repairs and Maintenance - Other Equipment	1,384	1,000	2,000	(1,000)	616	69%	
5803	Accounting Fees	-	8,345	8,345	-	8,345	0%	
5809	Banking Fees	96	1,000	1,000	-	904	10%	
5813	School Programs - After School Program	2,496	1,105	3,605	(2,500)	1,109	69% <i>move from 5815</i>	
5814	School Programs - Academic Competitions	757	1,000	1,000	-	243	76%	
5815	Consultants - Instructional	16	75,000	31,949	43,051	31,933	0% <i>move SES budget from 5815 to 5819 where act</i>	
5819	School Programs - Other	22,909	16,148	56,699	(40,551)	33,790	40% <i>Home visits, banners, WASC food, SES, etc.</i>	
5820	Consultants - Non Instructional	15,963	18,000	18,000	-	2,037	89%	
5822	Other Professional Services	17,408	48,000	48,000	-	30,592	36%	
5824	District Oversight Fees	16,681	42,219	41,556	662	24,876	40%	
5830	Field Trips Expenses	1,379	35,000	35,000	-	33,621	4%	
5843	Interest - Loans Less than 1 Year	107	1,000	1,000	-	893	11%	

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual						
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
5845	Legal Fees	6,949	30,000	30,000	-	23,052	23%	
5851	Marketing and Student Recruiting	25	24,000	24,000	-	23,975	0%	
5857	Payroll Fees	2,425	3,771	3,771	-	1,346	64%	
5861	Prior Yr Exp (not accrued)	13,827	14,151	14,151	-	324	98%	
5863	Professional Development	16,553	117,700	117,700	-	101,147	14%	<i>moved to 4340</i>
5869	Special Education Contract Instructors	28,099	67,581	67,829	(247)	39,730	41%	
5872	Special Education Encroachment	33,258	71,724	70,758	965	37,500	47%	
5884	Substitutes	21,665	53,311	53,311	-	31,646	41%	
5887	Technology Services	10,853	28,200	28,316	(116)	17,464	38%	
5899	Miscellaneous Operating Expenses	5,563	-	-	-	(5,563)		<i>Uncategorized - awaiting coding</i>
5900	Communications	2,062	5,020	5,020	-	2,958	41%	
5915	Postage and Delivery	354	5,380	5,402	(22)	5,048	7%	
SUBTOTAL - Services & Other Operating Exp.		754,803	1,780,867	1,780,219	648	1,025,416	42%	
Services & Other Operating Expenditures Summary								
5100	Subagreements for Services	509,310	873,103	873,103	-	363,793	58%	
5200	Travel & Conferences	4,050	38,952	38,952	-	34,902	10%	
5300	Dues & Memberships	5,368	6,000	6,000	-	632	89%	
5400	Insurance	11,179	22,357	22,357	-	11,179	50%	
5500	Operations & Housekeeping	-	8,400	8,400	-	8,400	0%	
5600	Rentals, Leases, & Repairs	5,453	164,400	164,994	(594)	159,541	3%	
5800	Other Services & Operating Expenses	217,027	657,255	655,991	1,264	438,965	33%	
5900	Communications	2,416	10,400	10,422	(22)	8,006	23%	
SUBTOTAL - Services & Other Operating Exp.		754,803	1,780,867	1,780,219	648	1,025,416	42%	
6000	Capital Outlay							
SUBTOTAL - Capital Outlay		-	-	-	-	-		
TOTAL EXPENSES		2,459,911	4,974,916	4,975,732	(816)	2,515,821	49%	
6900	Total Depreciation (includes Prior Years)	-	34,724	34,724	-	34,724	0%	
TOTAL EXPENSES including Depreciation		2,459,911	5,009,640	5,010,456	(816)	2,550,545	49%	

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget			% of Forecast Spent	Notes
	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
SUMMARY							
Revenue							
General Block Grant	1,638,454	4,058,793	4,027,960	(30,833)	2,389,506	41%	Adj per P1 ADA (-2.7)
Federal Revenue	74,016	601,468	600,933	(534)	526,917	12%	Adj per P1 ADA (-2.7)
Other State Revenues	299,745	940,893	1,005,519	64,625	705,774	30%	PY AR not accrued - Lottery, ASES, LCFF
Local Revenues	127,902	41,290	41,290	-	(86,611)	310%	Uncategorized deposits awaiting backup
Fundraising and Grants	-	10,000	10,000	-	10,000	0%	
Total Revenue	2,140,117	5,652,444	5,685,702	33,258	3,545,585	38%	
Expenses							
Compensation and Benefits	1,360,209	2,995,973	3,013,420	(17,447)	1,653,211	45%	ASES staff adjustments
Books and Supplies	410,716	835,486	823,313	12,173	412,597	50%	food expense decreased due to ADA adj
Services and Other Operating Expenditures	591,519	1,788,874	1,850,489	(61,615)	1,258,970	32%	PY expenses not accrued (\$46k), contracted su
Capital Outlay	-	-	-	-	-		
Total Expenses	2,362,444	5,620,333	5,687,222	(66,889)	3,324,778	42%	
Operating Income (excluding Depreciation)	(222,327)	32,111	(1,520)	(33,631)	220,807		
<i>Operating Income (including Depreciation)</i>	(222,327)	19,581	(14,050)	(33,631)	208,277	1582%	
Fund Balance							
Beginning Balance (Unaudited)	513,286	513,286	513,286			100%	
Audit Adjustment	283,543	283,543	283,543			100%	
Beginning Balance (Audited)	796,829	796,829	796,829			100%	
Operating Income (including Depreciation)	(222,327)	19,581	(14,050)				
Ending Fund Balance (including Depreciation)	574,502	816,410	782,779			73%	
Total ADA		446.4	443.7				0% Mo4 Cumulative ADA = 443.71 (P1)

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	979,892	2,684,929	2,662,375	(22,554)	1,682,483	37% Adj P1 ADA	
8012	Education Protection Account Entitlement	302,083	639,638	635,784	(3,854)	333,701	48% Adj P1 ADA	
8096	Charter Schools in Lieu of Property Taxes	356,479	734,225	729,801	(4,424)	373,322	49% Adj P1 ADA	
		1,638,454	4,058,793	4,027,960	(30,833)	2,389,506	41%	
8100	Federal Revenue							
8181	Special Education - Entitlement	41,693	88,682	88,147	(534)	46,454	47% Adj P1 ADA	
8220	Child Nutrition Programs	-	349,549	349,549	-	349,549	0%	
8291	Title I	62,605	156,691	156,691	-	94,086	40%	
8292	Title II	509	6,395	6,395	-	5,886	8%	
8293	Title III	-	151	151	-	151	0%	
8297	PY Federal - Not Accrued	(30,791)	-	-	-	30,791		
SUBTOTAL - Federal Income		74,016	601,468	600,933	(534)	526,917	12%	
8300	Other State Revenues							
8319	Other State Apportionments - Prior Years	67,736	1,118	67,736	66,618	-	100% PY State Assess. Revenue not accrued	
8381	Special Education - Entitlement (State)	122,837	249,859	248,353	(1,506)	125,517	49% Adj P1 ADA	
8520	Child Nutrition - State	-	34,955	34,955	-	34,955	0%	
8545	School Facilities Apportionments	-	147,060	147,060	-	147,060	0%	
8550	Mandated Cost Reimbursements	109,172	240,440	240,440	-	131,268	45%	
8560	State Lottery Revenue	-	80,798	80,312	(487)	80,312	0% Adj P1 ADA	
8590	All Other State Revenue	-	36,663	36,663	-	36,663	0% One-time discretionary funds, Educator effective	
8593	ASES	-	150,000	150,000	-	150,000	0%	
SUBTOTAL - Other State Income		299,745	940,893	1,005,519	64,625	705,774	30%	
8600	Other Local Revenue							
8634	Food Service Sales	-	500	500	-	500	0%	
8682	Summer Program	29,009	29,009	29,009	-	-	100% Added Summer Program funding	
8699	All Other Local Revenue	-	5,000	5,000	-	5,000	0%	
8714	Opt3 Grants	6,781	6,781	6,781	-	-	100%	
8999	Uncategorized Revenue	92,111	-	-	-	(92,111)	Uncategorized deposits - will clear when coding	
SUBTOTAL - Local Revenues		127,902	41,290	41,290	-	(86,611)	310%	
8800	Donations/Fundraising							
8803	Fundraising	-	10,000	10,000	-	10,000	0%	

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget			<i>Notes</i>
	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	
SUBTOTAL - Fundraising and Grants	-	10,000	10,000	-	10,000	0%
TOTAL REVENUE	2,140,117	5,652,444	5,685,702	33,258	3,545,585	38%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
EXPENSES								
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	716,260	1,514,311	1,514,311	-	798,051	47%	<i>Adjust for terms/new hires</i>
1300	Certificated Supervisor & Administrator Salaries	203,093	388,590	388,590	-	185,497	52%	<i>Adjusted forecast per actuals - One-Time stipen</i>
SUBTOTAL - Certificated Employees		919,353	1,902,901	1,902,901	-	983,548	48%	
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	47,665	136,891	136,891	-	89,227	35%	<i>Moved from 2900 to 2400 to match actuals</i>
2900	Classified Other Salaries	118,621	310,647	326,647	(16,000)	208,026	36%	<i>Added ASES staff hired October</i>
SUBTOTAL - Classified Employees		166,285	447,538	463,538	(16,000)	297,252	36%	
Employee Benefits Summary								
3100	STRS	95,603	203,673	203,673	-	108,070	47%	
3200	PERS	13,711	38,753	38,753	-	25,042	35%	
3300	OASDI-Medicare-Alternative	26,928	62,751	63,982	(1,231)	37,054	42%	
3400	Health & Welfare Benefits	129,379	305,625	305,625	-	176,246	42%	<i>Adjust per terms/new hires - remove calc for uni</i>
3500	Unemployment Insurance	542	1,176	1,184	(8)	642	46%	
3600	Workers Comp Insurance	8,408	30,556	30,764	(208)	22,356	27%	
3900	Other Employee Benefits	-	3,000	3,000	-	3,000	0%	
SUBTOTAL - Employee Benefits		274,571	645,534	646,981	(1,447)	372,410	42%	
4000 Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	206,934	209,000	208,710	290	1,775	99%	<i>moved from 4200 to match actuals</i>
4200	Books & Other Reference Materials	-	39,000	35,742	3,258	35,742	0%	<i>moved to 4100</i>
4320	Educational Software	14,732	12,500	16,048	(3,548)	1,316	92%	<i>moved from 4200 to match actuals</i>
4325	Instructional Materials & Supplies	17,200	17,500	17,500	-	300	98%	
4326	Art & Music Supplies	336	500	500	-	165	67%	
4330	Office Supplies	6,884	10,000	10,000	-	3,116	69%	
4340	Professional Development Supplies	4,973	-	-	-	(4,973)		
4345	Non Instructional Student Materials & Supplies	1,571	64,083	64,083	0	62,512	2%	
4346	Teacher Supplies	412	1,100	1,100	-	688	37%	
4350	Uniforms	4,916	4,917	4,917	-	1	100%	
4410	Classroom Furniture, Equipment & Supplies	5,899	6,000	6,000	-	101	98%	
4420	Computers (individual items less than \$5k)	82,797	83,500	83,500	-	703	99%	<i>Chromebooks purchased Nov15 not budgeted</i>
4430	Non Classroom Related Furniture, Equipment & Supplies	6,936	8,500	8,500	-	1,564	82%	
4700	Food	55,593	377,354	365,181	12,173	309,588	15%	<i>Adj per P1 ADA</i>

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
		<i>Notes</i>						
4720	Other Food	1,532	1,532	1,532	(0)	-	100%	
SUBTOTAL - Books and Supplies		410,716	835,486	823,313	12,173	412,597	50%	
Books & Supplies Summary								
4100	Approved Textbooks & Core Curricula Materials	206,934	209,000	208,710	290	1,775	99%	
4200	Books & Other Reference Materials	-	39,000	35,742	3,258	35,742	0%	
4300	Materials & Supplies	51,024	110,600	114,148	(3,548)	63,124	45%	
4400	Noncapitalized Equipment	95,632	98,000	98,000	-	2,368	98%	
4700	Food	57,125	378,886	366,713	12,173	309,588	16%	
SUBTOTAL - Books and Supplies		410,716	835,486	823,313	12,173	412,597	50%	

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
5000	Services & Other Operating Expenses							
5101	Shared Management Fee - CMO	363,793	873,103	873,103	-	509,310	42%	
5200	Travel & Conferences	572	19,500	19,500	-	18,928	3%	
5210	Conference Fees	510	21,935	21,935	-	21,425	2%	
5215	Travel - Mileage, Parking, Tolls	117	500	500	-	383	23%	
5300	Dues & Memberships	-	26,323	26,323	-	26,323	0%	
5450	Insurance - Other	9,108	21,860	21,860	-	12,752	42% <i>Updated per CharterSafe premium</i>	
5500	Operations & Housekeeping	30	50	50	-	20	59%	
5605	Equipment Leases	3,231	15,600	15,600	-	12,369	21%	
5610	Rent	6,965	240,000	240,000	(0)	233,035	3% <i>why no YTD monthly expenses?</i>	
5615	Repairs and Maintenance - Building	-	11,500	10,500	1,000	10,500	0%	
5617	Repairs and Maintenance - Other Equipment	898	500	1,500	(1,000)	602	60%	
5803	Accounting Fees	-	5,000	5,000	-	5,000	0%	
5809	Banking Fees	178	1,500	1,500	-	1,322	12%	
5813	School Programs - After School Program	460	500	500	-	40	92%	
5814	School Programs - Academic Competitions	454	454	454	-	-	100% <i>No budget, increased to match actuals</i>	
5819	School Programs - Other	3,641	3,000	6,000	(3,000)	2,359	61% <i>move from 5822</i>	
5820	Consultants - Non Instructional	2,711	24,000	24,000	-	21,289	11%	
5822	Other Professional Services	25	97,046	94,046	3,000	94,021	0% <i>move to 5819</i>	
5824	District Oversight Fees	16,997	40,588	40,280	308	23,282	42% <i>Adj per P1 ADA</i>	
5830	Field Trips Expenses	1,736	49,000	49,000	-	47,265	4%	
5833	Fines and Penalties	33	-	-	-	(33)		
5845	Legal Fees	4,875	20,000	20,000	-	15,126	24%	
5851	Marketing and Student Recruiting	5,525	30,000	30,000	-	24,475	18%	
5857	Payroll Fees	3,121	3,100	5,100	(2,000)	1,979	61% <i>Increase per actuals</i>	
5861	Prior Yr Exp (not accrued)	47,745	1,446	47,745	(46,299)	-	100% <i>PY expenses not accrued</i>	
5863	Professional Development	3,920	79,000	79,000	-	75,080	5%	
5869	Special Education Contract Instructors	6,895	56,781	56,781	-	49,886	12% <i>Add Option 3 grant expenses</i>	
5872	Special Education Encroachment	32,906	67,708	67,300	408	34,394	49%	
5884	Substitutes	49,055	38,880	53,880	(15,000)	4,825	91% <i>Increase per actuals</i>	
5887	Technology Services	7,234	24,000	23,226	774	15,992	31%	
5893	Transportation - Student	400	1,000	1,000	-	600	40%	
5899	Miscellaneous Operating Expenses	12,464	-	-	-	(12,464)	<i>Uncategorized expenses - awaiting coding/back</i>	
5900	Communications	2,398	9,000	9,000	-	6,602	27%	
5915	Postage and Delivery	3,523	6,000	5,806	194	2,284	61%	
	SUBTOTAL - Services & Other Operating Exp.	591,519	1,788,874	1,850,489	(61,615)	1,258,970	32%	
	Services & Other Operating Expenditures Summary							
5100	Subagreements for Services	363,793	873,103	873,103	-	509,310	42%	
5200	Travel & Conferences	1,199	41,935	41,935	-	40,737	3%	
5300	Dues & Memberships	-	26,323	26,323	-	26,323	0%	

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget			
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
							Notes
5400	Insurance	9,108	21,860	21,860	-	12,752	42%
5500	Operations & Housekeeping	30	50	50	-	20	59%
5600	Rentals, Leases, & Repairs	11,094	267,600	267,600	(0)	256,506	4%
5800	Other Services & Operating Expenses	200,374	543,003	604,811	(61,809)	404,438	33%
5900	Communications	5,921	15,000	14,806	194	8,886	40%
	SUBTOTAL - Services & Other Operating Exp.	591,519	1,788,874	1,850,489	(61,615)	1,258,970	32%
6000	Capital Outlay						
	SUBTOTAL - Capital Outlay	-	-	-	-	-	
	TOTAL EXPENSES	2,362,444	5,620,333	5,687,222	(66,889)	3,324,778	42%
6900	Total Depreciation (includes Prior Years)	-	12,530	12,530	-	12,530	0%
	TOTAL EXPENSES including Depreciation	2,362,444	5,632,863	5,699,752	(66,889)	3,337,308	41%

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget			% of Forecast Spent	Notes
	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
SUMMARY							
Revenue							
General Block Grant	804,364	1,590,265	1,630,350	40,085	825,986	49%	<i>P1 ADA Updated</i>
Federal Revenue	51,204	223,133	224,041	908	172,837	23%	<i>P1 ADA Updated</i>
Other State Revenues	115,987	272,512	275,897	3,385	159,909	42%	<i>P1 ADA Updated</i>
Local Revenues	32,399	37,299	37,299	-	4,900	87%	
Fundraising and Grants	15,734	15,734	15,734	-	-	100%	
Total Revenue	1,019,689	2,138,943	2,183,321	44,378	1,163,633	47%	
Expenses							
Compensation and Benefits	516,828	1,133,328	1,133,526	(198)	616,697	46%	<i>SUI insurance updated per actuals, then annual</i>
Books and Supplies	37,697	273,519	273,519	(0)	235,822	14%	
Services and Other Operating Expenditures	226,562	674,960	676,250	(1,290)	449,687	34%	<i>P1 ADA Updated</i>
Capital Outlay	679	-	679	(679)	-	100%	<i>updated per actuals</i>
Total Expenses	781,767	2,081,807	2,083,974	(2,167)	1,302,207	38%	
Operating Income (excluding Depreciation)	237,922	57,137	99,347	42,211	(138,574)	239%	
<i>Operating Income (including Depreciation)</i>	238,601	47,916	90,806	42,890	(147,795)	263%	
Fund Balance							
Beginning Balance (Unaudited)	502,151	502,151	502,151			100%	
Audit Adjustment	(35,331)	(35,331)	(35,331)			100%	
Beginning Balance (Audited)	466,820	466,820	466,820			100%	
Operating Income (including Depreciation)	238,601	47,916	90,806			263%	
Ending Fund Balance (including Depreciation)	705,421	514,736	557,626			127%	

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
SUMMARY								
	Total ADA		173.9	178.4			0%	
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	473,452	1,044,931	1,070,680	25,750	597,228	44%	
8012	Education Protection Account Entitlement	155,119	259,391	266,210	6,819	111,091	58%	
8096	Charter Schools in Lieu of Property Taxes	175,793	285,943	293,460	7,517	117,667	60%	
		804,364	1,590,265	1,630,350	40,085	825,986	49%	
8100 Federal Revenue								
8181	Special Education - Entitlement	20,561	34,537	35,445	908	14,884	58%	
8220	Child Nutrition Programs	5,108	23,920	23,920	-	18,812	21%	
8291	Title I	24,637	58,584	58,584	-	33,947	42%	
8292	Title II	898	901	901	-	3	100%	
8293	Title III	-	151	151	-	151	0%	
8296	Other Federal Revenue	-	104,958	104,958	-	104,958	0%	
8297	PY Federal - Not Accrued	-	82	82	-	82	0%	
	SUBTOTAL - Federal Income	51,204	223,133	224,041	908	172,837	23%	
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	55	2,024	2,024	-	1,969	3%	
8381	Special Education - Entitlement (State)	60,575	97,307	99,865	2,558	39,290	61%	
8520	Child Nutrition - State	585	2,410	2,410	-	1,824	24%	
8550	Mandated Cost Reimbursements	54,772	119,506	119,506	-	64,734	46%	
8560	State Lottery Revenue	-	31,467	32,294	827	32,294	0%	
8590	All Other State Revenue	-	19,798	19,798	-	19,798	0%	
	SUBTOTAL - Other State Income	115,987	272,512	275,897	3,385	159,909	42%	
8600 Other Local Revenue								
8634	Food Service Sales	135	135	135	-	-	100%	
8636	Uniforms	2,226	2,226	2,226	-	-	100%	
8682	Summer Program	23,829	23,829	23,829	-	-	100%	
8699	All Other Local Revenue	-	5,000	5,000	-	5,000	0%	
8714	SpEd Option 3	6,109	6,109	6,109	-	-	100%	
8999	Uncategorized Revenue	100	-	-	-	(100)		uncat - need to reclass
	SUBTOTAL - Local Revenues	32,399	37,299	37,299	-	4,900	87%	

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
SUMMARY								
8800	Donations/Fundraising							
8803	Fundraising	15,734	15,734	15,734	-	-	100%	
	SUBTOTAL - Fundraising and Grants	15,734	15,734	15,734	-	-	100%	
TOTAL REVENUE		1,019,689	2,138,943	2,183,321	44,378	1,163,633	47%	

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
SUMMARY EXPENSES								
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	237,207	566,192	566,192	-	328,985	42%	
1300	Certificated Supervisor & Administrator Salaries	141,543	280,083	280,083	-	138,539	51%	
SUBTOTAL - Certificated Employees		378,750	846,274	846,274	-	467,524	45%	
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	20,193	36,728	36,728	-	16,535	55%	
2900	Classified Other Salaries	-	22,000	22,000	-	22,000	0%	
SUBTOTAL - Classified Employees		20,193	58,728	58,728	-	38,535	34%	
Employee Benefits Summary								
3100	STRS	38,096	90,805	90,805	-	52,709	42%	
3200	PERS	2,122	4,329	4,329	-	2,207	49%	
3300	OASDI-Medicare-Alternative	8,463	16,899	16,899	-	8,436	50%	
3400	Health & Welfare Benefits	64,470	105,241	105,241	-	40,771	61%	<i>should be reduced when school sends updated</i>
3500	Unemployment Insurance	676	644	842	(198)	166	80%	<i>adjusted per actuals, forecasted annually</i>
3600	Workers Comp Insurance	4,059	10,408	10,408	-	6,349	39%	
SUBTOTAL - Employee Benefits		117,886	228,326	228,524	(198)	110,638	52%	
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	6,295	94,000	94,000	(0)	87,705	7%	
4200	Books & Other Reference Materials	-	7,000	7,000	(0)	7,000	0%	
4320	Educational Software	992	5,000	5,000	-	4,008	20%	
4325	Instructional Materials & Supplies	3,034	10,000	10,000	-	6,966	30%	
4330	Office Supplies	4,138	6,000	6,000	-	1,862	69%	
4345	Non Instructional Student Materials & Supplies	-	35,000	35,000	(0)	35,000	0%	
4410	Classroom Furniture, Equipment & Supplies	119	41,832	41,832	-	41,713	0%	
4420	Computers (individual items less than \$5k)	5,668	5,668	5,668	-	-	100%	
4700	Food	15,628	67,195	67,195	(0)	51,568	23%	
4720	Other Food	1,823	1,823	1,823	-	-	100%	
SUBTOTAL - Books and Supplies		37,697	273,519	273,519	(0)	235,822	14%	
Books & Supplies Summary								

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								<i>Notes</i>
SUMMARY								
4100	Approved Textbooks & Core Curricula Materials	6,295	94,000	94,000	(0)	87,705	7%	
4200	Books & Other Reference Materials	-	7,000	7,000	(0)	7,000	0%	
4300	Materials & Supplies	8,164	56,000	56,000	(0)	47,836	15%	
4400	Noncapitalized Equipment	5,787	47,500	47,500	-	41,713	12%	
4700	Food	17,451	69,019	69,019	(0)	51,568	25%	
SUBTOTAL - Books and Supplies		37,697	273,519	273,519	(0)	235,822	14%	

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual			Variance	Forecast	% of	
		Actual YTD	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent	
								Notes
SUMMARY								
5000	Services & Other Operating Expenses							
5101	Shared Management Fee - CMO	95,496	163,707	163,707	-	68,211	58%	
5200	Travel & Conferences	400	3,400	3,400	-	3,000	12%	
5210	Conference Fees	100	5,667	5,667	-	5,567	2%	
5300	Dues & Memberships	1,947	3,400	3,400	-	1,453	57%	
5450	Insurance - Other	6,707	13,414	13,414	-	6,707	50%	
5605	Equipment Leases	461	6,000	6,000	-	5,539	8%	
5610	Rent	1,241	141,600	141,600	-	140,359	1%	
5615	Repairs and Maintenance - Building	1,349	1,349	1,349	-	-	100%	
5803	Accounting Fees	-	4,278	4,278	-	4,278	0%	
5809	Banking Fees	96	500	500	-	404	19%	
5813	School Programs - After School Program	226	226	226	-	-	100%	
5819	School Programs - Other	250	12,000	12,000	-	11,750	2%	
5820	Consultants - Non Instructional	2,611	2,420	2,616	(196)	5	100% <i>updated per actuals</i>	
5822	Other Professional Services	1,061	50,130	50,130	-	49,069	2%	
5824	District Oversight Fees	8,507	15,903	16,304	(401)	7,797	52% <i>P1 ADA update</i>	
5830	Field Trips Expenses	-	5,000	5,000	-	5,000	0%	
5843	Interest - Loans Less than 1 Year	-	500	500	-	500	0%	
5845	Legal Fees	3,100	5,000	5,000	-	1,900	62%	
5851	Marketing and Student Recruiting	-	4,800	4,800	-	4,800	0%	
5857	Payroll Fees	1,608	2,550	2,550	-	942	63%	
5861	Prior Yr Exp (not accrued)	3,751	4,292	4,292	-	541	87%	
5863	Professional Development	5,880	29,000	29,000	-	23,120	20%	
5869	Special Education Contract Instructors	17,087	56,109	56,109	0	39,022	30%	
5872	Special Education Encroachment	16,227	26,369	27,062	(693)	10,835	60%	
5884	Substitutes	10,573	25,200	25,200	-	14,627	42%	
5887	Technology Services	8,161	16,800	16,800	-	8,639	49%	
5893	Transportation - Student	26,364	64,000	64,000	-	37,636	41%	
5899	Miscellaneous Operating Expenses	4,772	-	-	-	(4,772)	<i>uncat. will go away when coding received</i>	
5900	Communications	7,746	7,746	7,746	-	-	100%	
5915	Postage and Delivery	842	3,600	3,600	-	2,758	23%	
SUBTOTAL - Services & Other Operating Exp.		226,562	674,960	676,250	(1,290)	449,687	34%	
Services & Other Operating Expenditures Summary								
5100	Subagreements for Services	95,496	163,707	163,707	-	68,211	58%	
5200	Travel & Conferences	500	9,067	9,067	-	8,567	6%	
5300	Dues & Memberships	1,947	3,400	3,400	-	1,453	57%	
5400	Insurance	6,707	13,414	13,414	-	6,707	50%	
5600	Rentals, Leases, & Repairs	3,052	148,949	148,949	-	145,897	2%	
5800	Other Services & Operating Expenses	110,272	325,077	326,367	(1,290)	216,094	34%	

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget			
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
							Notes
SUMMARY							
5900	Communications	8,588	11,346	11,346	-	2,758	76%
	SUBTOTAL - Services & Other Operating Exp.	226,562	674,960	676,250	(1,290)	449,687	34%
6000	Capital Outlay						
6100	Sites & Improvement of Sites	679	-	679	(679)	-	100% <i>updated per actuals</i>
	SUBTOTAL - Capital Outlay	679	-	679	(679)	-	100%
TOTAL EXPENSES		781,767	2,081,807	2,083,974	(2,167)	1,302,207	38%
6900	Total Depreciation (includes Prior Years)	-	9,221	9,221	-	9,221	0% <i>Adj per fixed assets sched and est for CY ad</i>
TOTAL EXPENSES including Depreciation		781,087	1,964,232	2,092,515	(1,488)	1,311,428	37%

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget			% of Forecast Spent	Notes
	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
SUMMARY							
Revenue							
General Block Grant	320,991	1,226,157	1,218,545	(7,612)	897,554	26%	P1 ADA Update
Federal Revenue	36,597	136,848	162,929	26,081	126,333	22%	P1 ADA Update, Title I not accrued
Other State Revenues	96,390	240,621	239,947	(674)	143,556	40%	P1 ADA Update
Local Revenues	10,381	13,663	13,663	-	3,282	76%	
Fundraising and Grants	218	3,000	3,000	-	2,782	7%	
Total Revenue	464,576	1,620,288	1,638,083	17,795	1,173,507	28%	
Expenses							
Compensation and Benefits	360,140	828,599	828,599	-	468,460	43%	
Books and Supplies	8,554	152,900	152,900	-	144,346	6%	
Services and Other Operating Expenditures	138,719	477,446	478,972	(1,526)	340,253	29%	P1 ADA Update, payroll fees updated per actua
Capital Outlay	-	-	-	-	-		
Total Expenses	507,412	1,458,945	1,460,471	(1,526)	953,059	35%	
Operating Income (excluding Depreciation)	(42,836)	161,343	177,612	16,269	220,448		
<i>Operating Income (including Depreciation)</i>	(42,836)	144,142	160,411	16,269	203,247		
Fund Balance							
Beginning Balance (Unaudited)	890,631	890,631	890,631			100%	
Audit Adjustment	(35,359)	(35,359)	(35,359)			100%	
Beginning Balance (Audited)	855,272	855,272	855,272			100%	
Operating Income (including Depreciation)	(42,836)	144,142	160,411				
Ending Fund Balance (including Depreciation)	812,436	999,414	1,015,683			80%	
Total ADA		142.5	141.6			0%	

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	164,431	788,030	783,215	(4,814)	618,784	21%	
8012	Education Protection Account Entitlement	71,731	203,748	202,447	(1,301)	130,716	35%	
8096	Charter Schools in Lieu of Property Taxes	84,829	234,380	232,883	(1,497)	148,054	36%	
		320,991	1,226,157	1,218,545	(7,612)	897,554	26%	
8100 Federal Revenue								
8181	Special Education - Entitlement	9,922	28,309	28,128	(181)	18,207	35%	
8291	Title I	-	32,564	32,564	-	32,564	0%	
8292	Title II	-	511	511	-	511	0%	
8293	Title III	-	754	754	-	754	0%	
8296	Other Federal Revenue	-	74,297	74,297	-	74,297	0%	
8297	PY Federal - Not Accrued	26,675	413	26,675	26,262	-	100% <i>Title I not accrued</i>	
SUBTOTAL - Federal Income		36,597	136,848	162,929	26,081	126,333	22%	
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	250	2,528	2,528	-	2,278	10%	
8381	Special Education - Entitlement (State)	29,231	79,760	79,251	(509)	50,020	37%	
8550	Mandated Cost Reimbursements	24,825	56,062	56,062	-	31,237	44%	
8560	State Lottery Revenue	-	25,793	25,628	(165)	25,628	0%	
8590	All Other State Revenue	-	11,732	11,732	-	11,732	0%	
8593	ASES	42,085	64,746	64,746	-	22,661	65%	
SUBTOTAL - Other State Income		96,390	240,621	239,947	(674)	143,556	40%	
8600 Other Local Revenue								
8636	Uniforms	718	1,000	1,000	-	282	72%	
8690	Other Local Revenue	4,057	4,057	4,057	-	-	100%	
8699	All Other Local Revenue	-	3,000	3,000	-	3,000	0%	
8714	SpEd Option 3	5,606	5,606	5,606	-	-	100%	
SUBTOTAL - Local Revenues		10,381	13,663	13,663	-	3,282	76%	
8800 Donations/Fundraising								
8803	Fundraising	218	3,000	3,000	-	2,782	7%	
SUBTOTAL - Fundraising and Grants		218	3,000	3,000	-	2,782	7%	

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget			% of Forecast Spent	Notes
	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
TOTAL REVENUE	464,576	1,620,288	1,638,083	17,795	1,173,507	28%	

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
EXPENSES								
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	177,477	396,006	396,006	-	218,529	45%	
1300	Certificated Supervisor & Administrator Salaries	73,876	156,548	156,548	-	82,672	47%	
SUBTOTAL - Certificated Employees		251,353	552,555	552,555	-	301,201	45%	
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	18,857	39,650	39,650	-	20,793	48%	
2900	Classified Other Salaries	12,680	58,875	58,875	-	46,195	22%	
SUBTOTAL - Classified Employees		31,537	98,525	98,525	-	66,988	32%	
Employee Benefits Summary								
3100	STRS	27,059	59,289	59,289	-	32,230	46%	
3200	PERS	4,064	4,568	4,568	-	504	89%	
3300	OASDI-Medicare-Alternative	6,183	15,649	15,649	-	9,466	40%	
3400	Health & Welfare Benefits	37,366	90,201	90,201	-	52,835	41%	
3500	Unemployment Insurance	126	326	326	-	200	39%	
3600	Workers Comp Insurance	2,451	7,487	7,487	-	5,037	33%	
SUBTOTAL - Employee Benefits		77,249	177,520	177,520	-	100,270	44%	

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	-	87,800	87,800	-	87,800	0%	
4200	Books & Other Reference Materials	-	7,500	7,500	-	7,500	0%	
4315	Custodial Supplies	-	2,400	2,400	-	2,400	0%	
4320	Educational Software	2,587	2,587	2,587	-	-	100%	
4325	Instructional Materials & Supplies	744	18,913	18,730	183	17,986	4%	
4330	Office Supplies	2,063	1,880	2,063	(183)	0	100%	
4345	Non Instructional Student Materials & Supplies	-	14,121	14,121	-	14,121	0%	
4350	Uniforms	199	199	199	-	-	100%	
4400	Noncapitalized Equipment	-	4,039	4,039	-	4,039	0%	
4420	Computers (individual items less than \$5k)	2,961	2,961	2,961	-	-	100%	
4700	Food	-	10,500	10,500	-	10,500	0%	
SUBTOTAL - Books and Supplies		8,554	152,900	152,900	(0)	144,346	6%	
Books & Supplies Summary								
4100	Approved Textbooks & Core Curricula Materials	-	87,800	87,800	-	87,800	0%	
4200	Books & Other Reference Materials	-	7,500	7,500	-	7,500	0%	
4300	Materials & Supplies	5,593	40,100	40,100	(0)	34,507	14%	
4400	Noncapitalized Equipment	2,961	7,000	7,000	-	4,039	42%	
4700	Food	-	10,500	10,500	-	10,500	0%	
SUBTOTAL - Books and Supplies		8,554	152,900	152,900	(0)	144,346	6%	
5000	Services & Other Operating Expenses							
5101	Shared Management Fee - CMO	38,198	65,483	65,483	-	27,285	58%	
5200	Travel & Conferences	-	2,000	2,000	-	2,000	0%	
5210	Conference Fees	1,000	5,000	5,000	-	4,000	20%	
5300	Dues & Memberships	1,670	3,200	3,200	-	1,530	52%	
5305	Dues & Membership - Professional	-	1,000	1,000	-	1,000	0%	
5450	Insurance - Other	-	11,900	11,900	-	11,900	0%	
5500	Operations & Housekeeping	404	175	404	(228)	-	100%	
5605	Equipment Leases	932	6,600	6,600	-	5,668	14%	
5610	Rent	50,084	120,000	120,000	-	69,916	42%	
5615	Repairs and Maintenance - Building	-	425	425	-	425	0%	
5617	Repairs and Maintenance - Other Equipment	2,175	2,500	2,272	228	97	96%	
5803	Accounting Fees	-	1,895	1,895	-	1,895	0%	
5809	Banking Fees	96	400	400	-	304	24%	
5813	School Programs - After School Program	381	381	381	-	-	100%	
5820	Consultants - Non Instructional	2,685	25,000	25,000	-	22,315	11%	
5822	Other Professional Services	425	46,216	46,216	-	45,791	1%	
5824	District Oversight Fees	3,900	12,262	12,185	76	8,285	32%	

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
5830	Field Trips Expenses	-	8,000	8,000	-	8,000	0%	

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget			
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
							Notes
5843	Interest - Loans Less than 1 Year	-	400	400	-	400	0%
5845	Legal Fees	-	8,000	8,000	-	8,000	0%
5851	Marketing and Student Recruiting	25	7,200	7,200	-	7,175	0%
5857	Payroll Fees	2,025	1,800	3,540	(1,740)	1,515	57% <i>payroll fees adjusted per actuals and forecastec</i>
5861	Prior Yr Exp (not accrued)	-	10,069	10,069	-	10,069	0%
5863	Professional Development	1,150	34,000	34,000	-	32,850	3%
5869	Special Education Contract Instructors	13,541	45,606	45,606	-	32,065	30%
5872	Special Education Encroachment	7,830	21,614	21,476	138	13,645	36%
5884	Substitutes	1,155	15,120	15,120	-	13,965	8%
5887	Technology Services	2,488	14,400	14,400	-	11,912	17%
5899	Miscellaneous Operating Expenses	6,519	-	-	-	(6,519)	<i>uncat</i>
5900	Communications	1,397	4,800	4,800	-	3,403	29%
5915	Postage and Delivery	639	2,000	2,000	-	1,361	32%
SUBTOTAL - Services & Other Operating Exp.		138,719	477,446	478,972	(1,526)	340,253	29%
Services & Other Operating Expenditures Summary							
5100	Subagreements for Services	38,198	65,483	65,483	-	27,285	58%
5200	Travel & Conferences	1,000	7,000	7,000	-	6,000	14%
5300	Dues & Memberships	1,670	4,200	4,200	-	2,530	40%
5400	Insurance	-	11,900	11,900	-	11,900	0%
5500	Operations & Housekeeping	404	175	404	(228)	-	100%
5600	Rentals, Leases, & Repairs	53,190	129,525	129,296	228	76,106	41%
5800	Other Services & Operating Expenses	42,221	252,363	253,889	(1,526)	211,668	17%
5900	Communications	2,035	6,800	6,800	-	4,765	30%
SUBTOTAL - Services & Other Operating Exp.		138,719	477,446	478,972	(1,526)	340,253	29%
6000	Capital Outlay						
SUBTOTAL - Capital Outlay		-	-	-	-	-	
TOTAL EXPENSES		507,412	1,458,945	1,460,471	(1,526)	953,059	35%
6900	Total Depreciation (includes Prior Years)	-	17,201	17,201	-	17,201	0%
TOTAL EXPENSES including Depreciation		507,412	1,476,146	1,477,672	(1,526)	970,260	34%

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget		Forecast Remaining	% of Forecast Spent	Notes
	Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)			
SUMMARY							
Revenue							
General Block Grant	557,896	1,375,307	1,365,905	(9,402)	808,009	41%	<i>P1 ADA Update</i>
Federal Revenue	36,830	109,781	109,560	(221)	72,731	34%	<i>P1 ADA Update</i>
Other State Revenues	84,860	306,238	305,416	(822)	220,556	28%	<i>P1 ADA Update</i>
Local Revenues	5,717	9,717	9,717	-	4,000	59%	
Fundraising and Grants	6,919	10,000	10,000	-	3,081	69%	
Total Revenue	692,222	1,811,043	1,800,599	(10,445)	1,108,377	38%	
Expenses							
Compensation and Benefits	379,823	784,522	784,522	-	404,699	48%	
Books and Supplies	59,722	166,456	166,455	1	106,733	36%	
Services and Other Operating Expenditures	174,417	431,572	438,846	(7,274)	264,429	40%	<i>P1 ADA Update; PY legal and Cintas corp fees not accrued; red</i>
Capital Outlay	61,139	61,139	61,139	-	0	100%	
Total Expenses	675,101	1,443,690	1,450,963	(7,273)	775,862	47%	
Operating Income (excluding Depreciation)	17,121	367,354	349,636	(17,718)	332,515	5%	
<i>Operating Income (including Depreciation)</i>	78,260	422,125	404,407	(17,718)	326,147	19%	
Fund Balance							
Beginning Balance (Unaudited)	485,437	485,437	485,437			100%	
Audit Adjustment	(10,880)	(10,880)	(10,880)			100%	
Beginning Balance (Audited)	474,557	474,557	474,557			100%	
Operating Income (including Depreciation)	78,260	422,125	404,407			19%	
Ending Fund Balance (including Depreciation)	552,817	896,682	878,964			63%	
Total ADA		164.6	163.5			0%	

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget			% of Forecast Spent	Notes
		Actual	Budget	Actual YTD	Previous Month's Forecast	Current Forecast		
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	319,487	880,035	873,973	(6,063)	554,486	37%	
8012	Education Protection Account Entitlement	106,424	224,477	222,963	(1,513)	116,539	48%	
8096	Charter Schools in Lieu of Property Taxes	131,985	270,795	268,969	(1,826)	136,985	49%	
		557,896	1,375,307	1,365,905	(9,402)	808,009	41%	
8100 Federal Revenue								
8181	Special Education - Entitlement	15,437	32,707	32,487	(221)	17,050	48%	
8220	Child Nutrition Programs	9,948	29,472	29,472	-	19,524	34%	
8291	Title I	11,445	46,306	46,306	-	34,861	25%	
8292	Title II	-	692	692	-	692	0%	
8293	Title III	-	603	603	-	603	0%	
	SUBTOTAL - Federal Income	36,830	109,781	109,560	(221)	72,731	34%	
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	37	445	445	-	407	8%	
8381	Special Education - Entitlement (State)	45,480	92,152	91,531	(621)	46,051	50%	
8520	Child Nutrition - State	718	3,167	3,167	-	2,448	23%	
8545	School Facilities Apportionments	-	80,250	80,250	-	80,250	0%	
8550	Mandated Cost Reimbursements	38,625	87,226	87,226	-	48,601	44%	
8560	State Lottery Revenue	-	29,800	29,599	(201)	29,599	0%	
8590	All Other State Revenue	-	13,199	13,199	-	13,199	0%	
	SUBTOTAL - Other State Income	84,860	306,238	305,416	(822)	220,556	28%	
8600 Other Local Revenue								
8699	All Other Local Revenue	-	4,000	4,000	-	4,000	0%	
8714	SpEd Option 3	5,717	5,717	5,717	-	-	100%	
	SUBTOTAL - Local Revenues	5,717	9,717	9,717	-	4,000	59%	
8800 Donations/Fundraising								
8802	Donations - Private	5,666	5,666	5,666	-	-	100%	
8803	Fundraising	1,253	4,334	4,334	-	3,081	29%	
	SUBTOTAL - Fundraising and Grants	6,919	10,000	10,000	-	3,081	69%	
TOTAL REVENUE		692,222	1,811,043	1,800,599	(10,445)	1,108,377	38%	

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget			% of Forecast Spent	Notes
		Actual			Variance (Previous vs. Current Forecast)	Forecast Remaining		
		Actual YTD	Previous Month's Forecast	Current Forecast				
EXPENSES								
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	189,325	401,740	401,740	-	212,415	47%	
1300	Certificated Supervisor & Administrator Salarie	74,608	157,145	157,145	-	82,537	47%	
SUBTOTAL - Certificated Employees		263,933	558,885	558,885	-	294,952	47%	
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	19,667	41,125	41,125	-	21,458	48%	
2900	Classified Other Salaries	10,046	17,000	17,000	-	6,954	59%	
SUBTOTAL - Classified Employees		29,713	58,125	58,125	-	28,412	51%	
Employee Benefits Summary								
3100	STRS	28,320	59,968	59,968	-	31,648	47%	
3200	PERS	2,330	4,768	4,768	-	2,439	49%	
3300	OASDI-Medicare-Alternative	6,247	12,644	12,644	-	6,397	49%	
3400	Health & Welfare Benefits	46,519	82,727	82,727	-	36,208	56%	
3500	Unemployment Insurance	150	309	309	-	158	49%	
3600	Workers Comp Insurance	2,611	7,096	7,096	-	4,485	37%	
SUBTOTAL - Employee Benefits		86,177	167,512	167,512	-	81,335	51%	

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
		Notes						
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	-	53,327	53,327	0	53,327	0%	
4200	Books & Other Reference Materials	-	5,295	5,295	(0)	5,295	0%	
4320	Educational Software	5,000	5,518	5,518	0	518	91%	
4325	Instructional Materials & Supplies	208	1,305	1,305	(0)	1,097	16%	
4330	Office Supplies	1,348	770	1,348	(577)	-	100%	
4335	PE Supplies	953	953	953	-	-	100%	
4340	Professional Development Supplies	305	305	305	-	-	100%	
4345	Non Instructional Student Materials & Supplies	-	12,190	11,612	578	11,612	0% <i>shifted to 4330 and 4346 per actuals</i>	
4346	Teacher Supplies	341	341	341	-	-	100%	
4400	Noncapitalized Equipment	-	729	729	-	729	0%	
4410	Classroom Furniture, Equipment & Supplies	468	2,500	2,500	-	2,032	19%	
4420	Computers (individual items less than \$5k)	32,445	34,766	34,766	-	2,321	93%	
4430	Non Classroom Related Furniture, Equipment & St	271	271	271	-	-	100%	
4700	Food	18,383	48,186	48,186	0	29,803	38%	
	SUBTOTAL - Books and Supplies	59,722	166,456	166,455	1	106,733	36%	
	Books & Supplies Summary							
4100	Approved Textbooks & Core Curricula Material	-	53,327	53,327	0	53,327	0%	
4200	Books & Other Reference Materials	-	5,295	5,295	(0)	5,295	0%	
4300	Materials & Supplies	8,154	21,382	21,381	0	13,227	38%	
4400	Noncapitalized Equipment	33,185	38,266	38,266	-	5,081	87%	
4700	Food	18,383	48,186	48,186	0	29,803	38%	
	SUBTOTAL - Books and Supplies	59,722	166,456	166,455	1	106,733	36%	
5000	Services & Other Operating Expenses							
5101	Shared Management Fee - CMO	38,198	65,483	65,483	-	27,285	58%	
5200	Travel & Conferences	20	1,319	1,319	-	1,299	2%	
5210	Conference Fees	-	985	985	-	985	0%	
5215	Travel - Mileage, Parking, Tolls	558	558	558	-	-	100%	
5300	Dues & Memberships	825	1,954	1,954	-	1,129	42%	
5305	Dues & Membership - Professional	870	1,000	1,000	-	130	87%	
5450	Insurance - Other	4,223	8,446	8,446	-	4,223	50%	
5500	Operations & Housekeeping	-	3,000	3,000	-	3,000	0%	
5510	Utilities - Gas and Electric	2,786	6,600	6,600	-	3,814	42%	
5605	Equipment Leases	392	4,800	4,800	-	4,408	8%	
5610	Rent	54,000	108,000	108,000	-	54,000	50%	
5615	Repairs and Maintenance - Building	150	480	480	-	330	31%	
5803	Accounting Fees	-	4,500	4,500	-	4,500	0%	
5809	Banking Fees	115	500	500	-	385	23%	
5819	School Programs - Other	465	10,000	10,000	-	9,535	5%	
5820	Consultants - Non Instructional	554	6,000	6,000	-	5,446	9%	
5822	Other Professional Services	1,134	57,109	57,109	-	55,975	2%	

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual					% of	
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	Notes
5824	District Oversight Fees	5,777	13,753	13,659	94	7,882	42%	
5830	Field Trips Expenses	1,905	4,000	4,000	-	2,095	48%	

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
5843	Interest - Loans Less than 1 Year	-	500	500	-	500	0%	
5845	Legal Fees	-	5,000	5,000	-	5,000	0%	
5851	Marketing and Student Recruiting	-	6,000	6,000	-	6,000	0%	
5857	Payroll Fees	4,272	6,089	6,089	-	1,817	70%	
5861	Prior Yr Exp (not accrued)	17,000	4,464	17,000	(12,536)	-	100% <i>PY legal and Cintas corp fees not accrued</i>	
5863	Professional Development	1,695	21,000	16,000	5,000	14,305	11% <i>reduced per J. Terzi</i>	
5869	Special Education Contract Instructors	8,876	31,212	31,212	0	22,336	28%	
5872	Special Education Encroachment	12,183	24,972	24,804	168	12,620	49%	
5884	Substitutes	4,125	14,405	14,405	-	10,280	29%	
5887	Technology Services	4,302	9,775	9,775	(0)	5,473	44%	
5893	Transportation - Student	1,269	1,269	1,269	-	-	100%	
5899	Miscellaneous Operating Expenses	7,304	-	-	-	(7,304)	<i>uncategorized - awaiting coding</i>	
5900	Communications	1,196	4,800	4,800	-	3,604	25%	
5915	Postage and Delivery	222	3,600	3,600	-	3,378	6%	
SUBTOTAL - Services & Other Operating Exp.		174,417	431,572	438,846	(7,274)	264,429	40%	
Services & Other Operating Expenditures Summary								
5100	Subagreements for Services	38,198	65,483	65,483	-	27,285	58%	
5200	Travel & Conferences	578	2,862	2,862	-	2,284	20%	
5300	Dues & Memberships	1,695	2,954	2,954	-	1,259	57%	
5400	Insurance	4,223	8,446	8,446	-	4,223	50%	
5500	Operations & Housekeeping	2,786	9,600	9,600	-	6,814	29%	
5600	Rentals, Leases, & Repairs	54,542	113,280	113,280	-	58,738	48%	
5800	Other Services & Operating Expenses	70,977	220,548	227,822	(7,274)	156,845	31%	
5900	Communications	1,418	8,400	8,400	-	6,982	17%	
SUBTOTAL - Services & Other Operating Exp.		174,417	431,572	438,846	(7,274)	264,429	40%	
Capital Outlay								
6000	Equipment	11,905	11,905	11,905	-	0	100%	
6410	Computers (capitalizable items)	49,234	49,234	49,234	-	-	100%	
SUBTOTAL - Capital Outlay		61,139	61,139	61,139	-	0	100%	
TOTAL EXPENSES		675,101	1,443,690	1,450,963	(7,273)	775,862	47%	
6900	Total Depreciation (includes Prior Years)	-	6,368	6,368	-	6,368	0%	
TOTAL EXPENSES including Depreciation		613,962	1,388,919	1,396,192	(7,273)	782,230	44%	

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget			Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast				
SUMMARY									
Revenue									
General Block Grant	1,008,153	2,386,946	2,397,374	2,390,864	(6,510)	1,382,711	42%	Updated P-1	
Federal Revenue	71,516	292,506	292,506	292,373	(133)	220,857	24%		
Other State Revenues	322,733	701,489	701,852	701,616	(236)	378,883	46%		
Local Revenues	43,289	63,967	70,291	70,291	-	27,002	62%		
Fundraising and Grants	10,051	50,000	50,000	50,000	-	39,949	20%		
Total Revenue	1,455,742	3,494,908	3,512,023	3,505,144	(6,878)	2,049,402	42%		
Expenses									
Compensation and Benefits	767,870	1,671,109	1,708,959	1,708,959	-	941,089	45%		
Books and Supplies	59,308	357,677	361,271	361,271	-	301,963	16%		
Services and Other Operating Expenditures	611,432	1,238,852	1,252,911	1,252,782	130	641,349	49%	District oversight decreased	
Capital Outlay	12,788	12,788	12,788	12,788	-	-	100%		
Total Expenses	1,451,398	3,280,425	3,335,928	3,335,799	130	1,884,401	44%		
Operating Income (excluding Depreciation)	4,345	214,483	176,094	169,345	(6,749)	165,001	3%		
<i>Operating Income (including Depreciation)</i>	17,132	203,949	163,855	157,106	(6,749)	139,974	11%		
Fund Balance									
Beginning Balance (Unaudited)	762,024	762,024	762,024	762,024			100%		
Audit Adjustment	75,478	-	75,478	75,478			100%		
Beginning Balance (Audited)	837,502	762,024	837,502	837,502			100%		
Operating Income (including Depreciation)	17,132	203,949	163,855	157,106			11%		
Ending Fund Balance (including Depreciation)	854,634	965,972	1,001,357	994,608			86%		

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
ADA	Total ADA		282.3	282.3	281.6			0%	

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual		Budget		Variance		% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	Notes
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	584,185	1,549,814	1,560,242	1,555,778	(4,464)	971,593	38%	
8012	Education Protection Account Entitlement	180,786	372,863	372,863	371,951	(911)	191,165	49%	
8096	Charter Schools in Lieu of Property Taxes	243,182	464,269	464,269	463,134	(1,135)	219,952	53%	
		1,008,153	2,386,946	2,397,374	2,390,864	(6,510)	1,382,711	42%	
8100 Federal Revenue									
8181	Special Education - Entitlement	22,736	54,300	54,300	54,168	(133)	31,432	42%	
8220	Child Nutrition Programs	23,017	159,133	159,133	159,133	-	136,116	14%	
8291	Title I	25,714	78,240	78,240	78,240	-	52,526	33%	
8293	Title III	-	302	302	302	-	302	0%	
8297	PY Federal - Not Accrued	50	531	531	531	-	481	9%	
SUBTOTAL - Federal Income		71,516	292,506	292,506	292,373	(133)	220,857	24%	
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	564	333	333	564	231	-	100%	<i>PY, not accrued</i>
8381	Special Education - Entitlement (State)	66,984	139,822	139,822	139,480	(342)	72,496	48%	
8520	Child Nutrition - State	1,665	12,415	12,415	12,415	-	10,750	13%	
8545	School Facilities Apportionments	88,296	174,719	174,719	174,719	-	86,423	51%	
8550	Mandated Cost Reimbursements	67,724	3,999	152,941	152,941	-	85,217	44%	
8560	State Lottery Revenue	-	51,091	51,091	50,966	(125)	50,966	0%	
8590	All Other State Revenue	-	169,110	20,531	20,531	-	20,531	0%	
8593	ASES	97,500	150,000	150,000	150,000	-	52,500	65%	
SUBTOTAL - Other State Income		322,733	701,489	701,852	701,616	(236)	378,883	46%	
8600 Other Local Revenue									
8634	Food Service Sales	4,013	11,760	11,760	11,760	-	7,747	34%	
8636	Uniforms	796	8,000	8,000	8,000	-	7,204	10%	
8682	Summer Program	28,894	28,894	28,894	28,894	-	-	100%	<i>Summer program revenues</i>
8690	Other Local Revenue	3,240	7,000	7,000	7,000	-	3,760	46%	
8699	All Other Local Revenue	-	8,313	8,313	8,313	-	8,313	0%	<i>Refund of a PY expense overpayment not accrued</i>
8714	LAUSD Opt 3 STEP Grant SpEd	6,324	-	6,324	6,324	-	-	100%	
8999	Uncategorized Revenue	22	-	-	-	-	(22)		<i>Will be cleared out when coding is received</i>
SUBTOTAL - Local Revenues		43,289	63,967	70,291	70,291	-	27,002	62%	
8800 Donations/Fundraising									
8803	Fundraising	10,051	50,000	50,000	50,000	-	39,949	20%	
SUBTOTAL - Fundraising and Grants		10,051	50,000	50,000	50,000	-	39,949	20%	

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget				% of Forecast Spent	<i>Notes</i>
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
TOTAL REVENUE	1,455,742	3,494,908	3,512,023	3,505,144	(6,878)	2,049,402	42%	

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	366,977	787,811	790,611	790,611	-	423,634	46%	Includes Title I tutoring now
1300	Certificated Supervisor & Administrator Salaries	83,079	164,413	164,413	164,413	-	81,334	51%	
SUBTOTAL - Certificated Employees		450,056	952,224	955,024	955,024	-	504,968	47%	
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	48,705	107,530	107,530	107,530	-	58,825	45%	
2900	Classified Other Salaries	125,652	279,537	311,279	311,279	-	185,627	40%	Includes Title I tutoring now
SUBTOTAL - Classified Employees		174,357	387,067	418,809	418,809	-	244,452	42%	
Employee Benefits Summary									
3100	STRS	49,587	96,755	97,056	97,056	-	47,469	51%	
3200	PERS	7,086	19,754	19,754	19,754	-	12,668	36%	
3300	OASDI-Medicare-Alternative	18,851	46,654	49,140	49,140	-	30,288	38%	
3400	Health & Welfare Benefits	62,069	157,892	157,892	157,892	-	95,823	39%	
3500	Unemployment Insurance	312	670	687	687	-	375	45%	
3600	Workers Comp Insurance	5,046	10,093	10,093	10,093	-	5,046	50%	Matches premium
3700	Retiree Benefits	505	-	505	505	-	-	100%	
SUBTOTAL - Employee Benefits		143,457	331,818	335,125	335,125	-	191,669	43%	

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual							
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	206	93,000	93,000	93,000	-	92,794	0%	
4200	Books & Other Reference Materials	1,490	21,500	21,500	21,500	-	20,010	7%	
4300	Materials & Supplies	-	100	100	100	-	100	0%	
4315	Custodial Supplies	700	8,000	8,000	8,000	-	7,300	9%	
4320	Educational Software	6,786	8,000	8,000	8,000	-	1,214	85%	
4325	Instructional Materials & Supplies	10,508	10,486	10,986	10,986	-	478	96%	
4326	Art & Music Supplies	198	500	500	500	-	302	40%	
4330	Office Supplies	3,291	12,000	11,000	11,000	-	7,709	30%	
4335	PE Supplies	128	-	500	500	-	372	26%	
4345	Non Instructional Student Materials & Supplies	526	1,000	1,000	1,000	-	474	53%	
4346	Teacher Supplies	752	2,400	2,400	2,400	-	1,648	31%	
4351	Yearbook	760	-	760	760	-	0	100%	
4410	Classroom Furniture, Equipment & Supplies	897	6,000	4,700	4,700	-	3,803	19%	Move \$1300 to 4430
4420	Computers (individual items less than \$5k)	6,357	3,523	6,357	6,357	-	-	100%	Increased to match actuals - will more be purcha
4430	Office Furniture, Equipment & Supplies	2,212	1,000	2,300	2,300	-	88	96%	Moved \$1300 from 4410
4700	Food	24,497	1,600	190,168	190,168	-	165,671	13%	
4710	Student Food Services	0	188,568	-	-	-	(0)		
	SUBTOTAL - Books and Supplies	59,308	357,677	361,271	361,271	-	301,963	16%	
	Books & Supplies Summary								
4100	Approved Textbooks & Core Curricula Materials	206	93,000	93,000	93,000	-	92,794	0%	
4200	Books & Other Reference Materials	1,490	21,500	21,500	21,500	-	20,010	7%	
4300	Materials & Supplies	23,649	42,486	43,246	43,246	-	19,597	55%	
4400	Noncapitalized Equipment	9,466	10,523	13,357	13,357	-	3,891	71%	
4700	Food	24,497	190,168	190,168	190,168	-	165,671	13%	
	SUBTOTAL - Books and Supplies	59,308	357,677	361,271	361,271	-	301,963	16%	

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Forecast	% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent	Notes
5000	Services & Other Operating Expenses								
5101	CMO Fees	318,319	545,689	545,689	545,689	-	227,371	58%	
5200	Travel & Conferences	-	2,000	-	-	-	-		
5210	Conference Fees	1,950	-	2,000	2,000	-	50	98%	
5215	Travel - Mileage, Parking, Tolls	729	1,000	1,000	1,000	-	271	73%	
5300	Dues & Memberships	8,745	6,000	8,715	8,745	(30)	-	100%	Increased to match actuals due to late fee
5450	Insurance - Other	7,452	18,900	14,905	14,905	-	7,452	50%	
5500	Operations & Housekeeping	1,682	10,000	10,000	10,000	-	8,318	17%	
5510	Utilities - Gas and Electric	25,817	55,680	55,680	55,680	-	29,863	46%	
5605	Equipment Leases	-	8,400	8,400	8,400	-	8,400	0%	
5610	Rent	127,069	232,959	232,959	232,959	-	105,891	55%	
5615	Repairs and Maintenance - Building	14,251	38,000	38,000	38,000	-	23,749	38%	
5617	Repairs and Maintenance - Other Equipment	820	2,000	2,000	2,000	-	1,180	41%	
5803	Accounting & Audit Fees	-	5,500	5,500	5,500	-	5,500	0%	
5809	Banking Fees	96	3,000	3,000	3,000	-	2,904	3%	
5813	School Programs - After School Program	1,025	10,000	10,000	10,000	-	8,975	10%	
5819	School Programs - Other	5,682	8,000	8,000	8,000	-	2,318	71%	
5820	Consultants - Non Instructional	3,252	392	8,584	8,584	-	5,332	38%	Quarterly expenses from LACOE
5822	Other Professional Services	4,973	6,000	6,000	6,000	-	1,027	83%	
5824	District Oversight Fees	8,609	23,869	23,974	23,909	65	15,300	36%	
5830	Field Trips Expenses	2,307	10,000	10,000	10,000	-	7,693	23%	

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual						% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	Notes
5845	Legal Fees	624	20,000	20,000	20,000	-	19,377	3%	
5851	Marketing and Student Recruiting	-	3,000	3,000	3,000	-	3,000	0%	
5857	Payroll Fees	2,604	3,780	4,500	4,500	-	1,896	58%	
5863	Professional Development	3,828	41,000	41,000	41,000	-	37,172	9%	
5869	Special Education Contract Instructors	29,583	80,000	86,324	86,324	-	56,741	34%	
5872	Special Education Encroachment	19,344	38,824	38,824	38,730	95	19,386	50%	
5884	Substitutes	2,853	21,658	21,658	21,658	-	18,805	13%	
5887	Technology Services	7,772	33,600	33,600	33,600	-	25,828	23%	
5899	Miscellaneous Operating Expenses	9,609	-	-	-	-	(9,609)		<i>This will clear after uncategorized is solved</i>
5900	Communications	1,788	6,000	6,000	6,000	-	4,212	30%	
5915	Postage and Delivery	651	3,600	3,600	3,600	-	2,949	18%	
SUBTOTAL - Services & Other Operating Exp.		611,432	1,238,852	1,252,911	1,252,782	130	641,349	49%	

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual						% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	Notes
Services & Other Operating Expenditures Summary									
5100	Subagreements for Services	318,319	545,689	545,689	545,689	-	227,371	58%	
5200	Travel & Conferences	2,679	3,000	3,000	3,000	-	321	89%	
5300	Dues & Memberships	8,745	6,000	8,715	8,745	(30)	-	100%	
5400	Insurance	7,452	18,900	14,905	14,905	-	7,452	50%	
5500	Operations & Housekeeping	27,499	65,680	65,680	65,680	-	38,181	42%	
5600	Rentals, Leases, & Repairs	142,139	281,359	281,359	281,359	-	139,220	51%	
5800	Other Services & Operating Expenses	102,160	308,624	323,963	323,803	160	221,644	32%	
5900	Communications	2,439	9,600	9,600	9,600	-	7,161	25%	
SUBTOTAL - Services & Other Operating Exp.		611,432	1,238,852	1,252,911	1,252,782	130	641,349	49%	
6000 Capital Outlay									
6400	Equipment	12,788	12,788	12,788	12,788	-	-	100%	
SUBTOTAL - Capital Outlay		12,788	12,788	12,788	12,788	-	-	100%	
TOTAL EXPENSES		1,451,398	3,280,425	3,335,928	3,335,799	130	1,884,401	44%	
6900	Total Depreciation (includes Prior Years)	-	23,322	25,027	25,027	-	25,027	0%	
TOTAL EXPENSES including Depreciation		1,438,610	3,290,959	3,348,167	3,348,038	130	1,909,428	43%	

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast				
SUMMARY								
Revenue								
General Block Grant	1,731,155	4,091,513	4,094,058	4,155,304	61,246	2,424,149	42%	<i>P-1 increased</i>
Federal Revenue	150,035	292,852	292,852	294,212	1,360	144,177	51%	
Other State Revenues	325,402	781,510	773,448	778,230	4,782	452,828	42%	
Local Revenues	44,875	66,810	73,933	73,933	-	29,057	61%	
Fundraising and Grants	9,757	20,000	20,000	20,000	-	10,243	49%	
Total Revenue	2,261,224	5,252,685	5,254,291	5,321,679	67,388	3,060,455	42%	
Expenses								
Compensation and Benefits	1,402,801	2,737,527	2,849,355	2,849,355	-	1,446,555	49%	
Books and Supplies	268,699	736,116	638,813	642,834	(4,021)	374,135	42%	<i>Computer Expenses over budget</i>
Services and Other Operating Expenditures	901,348	1,708,513	1,755,385	1,769,821	(14,436)	868,473	51%	<i>PY Expenses not accrued, student activities</i>
Capital Outlay	-	-	-	-	-	-		
Total Expenses	2,572,848	5,182,156	5,243,554	5,262,011	(18,457)	2,689,163	49%	
Operating Income (excluding Depreciation)	(311,624)	70,529	10,737	59,668	48,931	371,291	-522%	
<i>Operating Income (including Depreciation)</i>	<i>(311,624)</i>	<i>62,995</i>	<i>3,203</i>	<i>52,134</i>	<i>48,931</i>	<i>363,757</i>	<i>-598%</i>	
Fund Balance								
Beginning Balance (Unaudited)	2,896,467	2,896,467	2,896,467	2,896,467			100%	
Audit Adjustment	(19,802)	-	(19,802)	(19,802)			100%	
Beginning Balance (Audited)	2,876,665	2,896,467	2,876,665	2,876,665			100%	
Operating Income (including Depreciation)	(311,624)	62,995	3,203	52,134			-598%	
Ending Fund Balance (including Depreciation)	2,565,041	2,959,462	2,879,868	2,928,799			88%	

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
ADA	Total ADA		474.3	474.3	481.4			0%	

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance		% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	Notes
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	1,005,425	2,662,814	2,665,359	2,705,310	39,951	1,699,885	37%	
8012	Education Protection Account Entitlement	316,425	648,535	648,535	658,201	9,667	341,776	48%	
8096	Charter Schools in Lieu of Property Taxes	409,305	780,164	780,164	791,792	11,629	382,487	52%	
		1,731,155	4,091,513	4,094,058	4,155,304	61,246	2,424,149	42%	
8100 Federal Revenue									
8181	Special Education - Entitlement	38,446	91,247	91,247	92,607	1,360	54,161	42%	
8291	Title I	110,681	199,018	199,018	199,018	-	88,337	56%	
8292	Title II	1,572	2,436	2,436	2,436	-	864	65%	
8293	Title III	-	151	151	151	-	151	0%	
8297	PY Federal - Not Accrued	(664)	-	-	-	-	664		
SUBTOTAL - Federal Income		150,035	292,852	292,852	294,212	1,360	144,177	51%	
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	114	1,488	1,488	1,488	-	1,374	8%	
8381	Special Education - Entitlement (State)	113,269	234,959	234,959	238,461	3,502	125,192	47%	
8382	Special Education Reimbursement (State)	-	8,676	-	-	-	-		
8550	Mandated Cost Reimbursements	114,519	6,762	258,619	258,619	-	144,100	44%	
8560	State Lottery Revenue	-	85,854	85,854	87,133	1,280	87,133	0%	
8590	All Other State Revenue	-	293,773	42,529	42,529	-	42,529	0%	
8593	ASES	97,500	150,000	150,000	150,000	-	52,500	65%	
SUBTOTAL - Other State Income		325,402	781,510	773,448	778,230	4,782	452,828	42%	
8600 Other Local Revenue									
8636	Uniforms	10,549	30,000	30,000	30,000	-	19,451	35%	
8682	Summer Program	26,810	26,810	26,810	26,810	-	-	100%	Summer Program revenues, matches actuals
8693	Field Trips	-	10,000	10,000	10,000	-	10,000	0%	
8699	All Other Local Revenue	-	-	3	3	-	3	0%	Matches actuals - Escript Rebate
8714	LAUSD Opt 3 STEP Grant SpEd	7,119	-	7,119	7,119	-	-	100%	
8999	Uncategorized Revenue	397	-	-	-	-	(397)		This will clear after revenue is categorized
SUBTOTAL - Local Revenues		44,875	66,810	73,933	73,933	-	29,057	61%	
8800 Donations/Fundraising									
8802	Donations - Private	1,029	100	2,000	2,000	-	971	51%	Moved from 8802
8803	Fundraising	8,727	19,900	18,000	18,000	-	9,273	48%	Move to 8802
SUBTOTAL - Fundraising and Grants		9,757	20,000	20,000	20,000	-	10,243	49%	
TOTAL REVENUE		2,261,224	5,252,685	5,254,291	5,321,679	67,388	3,060,455	42%	

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close

Budget vs.		Budget						
Actual								
		Previous Month's		Variance		% of		
Actual YTD	Approved Budget	Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent		Notes

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	747,973	1,416,884	1,478,025	1,478,025	-	730,052	51%	2 New Hires
1300	Certificated Supervisor & Administrator Salaries	180,296	412,497	410,097	410,097	-	229,801	44%	
SUBTOTAL - Certificated Employees		928,269	1,829,381	1,888,122	1,888,122	-	959,854	49%	
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	81,569	180,480	180,480	180,480	-	98,911	45%	
2900	Classified Other Salaries	82,396	149,165	175,085	175,085	-	92,689	47%	
SUBTOTAL - Classified Employees		163,964	329,644	355,564	355,564	-	191,600	46%	
Employee Benefits Summary									
3100	STRS	98,150	196,293	202,596	202,596	-	104,446	48%	
3200	PERS	15,955	31,554	32,620	32,620	-	16,665	49%	
3300	OASDI-Medicare-Alternative	27,027	51,837	54,681	54,681	-	27,654	49%	
3400	Health & Welfare Benefits	159,926	276,256	293,167	293,167	-	133,241	55%	
3500	Unemployment Insurance	559	1,080	1,122	1,122	-	562	50%	
3600	Workers Comp Insurance	8,952	21,484	21,484	21,484	-	12,532	42%	
SUBTOTAL - Employee Benefits		310,568	578,502	605,669	605,669	-	295,101	51%	

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	12,648	150,000	150,000	150,000	-	137,352	8%	
4200	Books & Other Reference Materials	1,410	25,000	25,000	25,000	-	23,590	6%	
4320	Educational Software	8,383	5,278	8,778	8,778	-	395	96%	
4325	Instructional Materials & Supplies	14,192	30,000	30,000	30,000	-	15,808	47%	
4326	Art & Music Supplies	1,561	20,000	16,500	16,500	-	14,939	9%	
4330	Office Supplies	6,886	12,000	12,000	12,000	-	5,114	57%	
4340	Professional Development Supplies	901	5,000	5,000	5,000	-	4,099	18%	
4345	Non Instructional Student Materials & Supplies	1,341	9,000	9,000	9,000	-	7,659	15%	
4346	Teacher Supplies	544	5,000	5,000	5,000	-	4,456	11%	
4350	Uniforms	1,091	8,000	8,000	8,000	-	6,909	14%	
4351	Yearbook	827	1,000	1,000	1,000	-	173	83%	
4420	Computers (individual items less than \$5k)	166,818	262,000	162,797	166,818	(4,021)	-	100%	Moved apple computers to 5605, spread across
4430	Office Furniture, Equipment & Supplies	242	8,000	8,000	8,000	-	7,758	3%	
4700	Food	49,955	-	195,838	195,838	-	145,883	26%	
4710	Student Food Services	-	195,838	-	-	-	-		
4720	Other Food	1,900	-	1,900	1,900	-	-	100%	Increased to match actuals, will there be more fc
SUBTOTAL - Books and Supplies		268,699	736,116	638,813	642,834	(4,021)	374,135	42%	
Books & Supplies Summary									
4100	Approved Textbooks & Core Curricula Materials	12,648	150,000	150,000	150,000	-	137,352	8%	
4200	Books & Other Reference Materials	1,410	25,000	25,000	25,000	-	23,590	6%	
4300	Materials & Supplies	35,726	95,278	95,278	95,278	-	59,553	37%	
4400	Noncapitalized Equipment	167,060	270,000	170,797	174,818	(4,021)	7,758	96%	
4700	Food	51,855	195,838	197,738	197,738	-	145,883	26%	
SUBTOTAL - Books and Supplies		268,699	736,116	638,813	642,834	(4,021)	374,135	42%	

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Forecast	% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent	Notes
5000	Services & Other Operating Expenses								
5101	CMO Fees	509,310	873,103	873,103	873,103	-	363,793	58%	
5200	Travel & Conferences	388	12,000	12,000	12,000	-	11,612	3%	
5210	Conference Fees	1,100	3,800	3,800	3,800	-	2,700	29%	Moved 3800 from 5200
5215	Travel - Mileage, Parking, Tolls	2,253	12,000	12,000	12,000	-	9,747	19%	
5220	Travel and Lodging	2,230	3,000	3,000	3,000	-	770	74%	
5300	Dues & Memberships	2,450	7,200	7,200	7,200	-	4,750	34%	Match Budget
5450	Insurance - Other	10,268	27,225	24,642	24,642	-	14,375	42%	Based on chartersafe invoice
5500	Operations & Housekeeping	102,650	99,000	99,000	224,000	(125,000)	121,350	46%	Moved from 5510, LAUSD rent
5510	Utilities - Gas and Electric	-	125,000	125,000	-	125,000	-		moved to 5500
5605	Equipment Leases	34,637	21,600	54,668	54,668	-	20,030	63%	Moved apple computers to 5605
5615	Repairs and Maintenance - Building	-	3,000	3,000	3,000	-	3,000	0%	
5617	Repairs and Maintenance - Other Equipment	2,167	3,000	3,000	3,000	-	833	72%	Split from R&M-building
5803	Accounting & Audit Fees	-	9,021	9,021	9,021	-	9,021	0%	
5809	Banking Fees	96	1,000	1,000	1,000	-	904	10%	
5813	School Programs - After School Program	3,327	25,000	25,000	25,000	-	21,673	13%	
5819	School Programs - Other	1,332	250	600	1,332	(732)	0	100%	Match actuals. Book fair sales
5820	Consultants - Non Instructional	2,506	-	8,918	8,918	-	6,412	28%	
5822	Other Professional Services	15,900	75,000	75,000	75,000	-	59,100	21%	
5824	District Oversight Fees	15,169	45,554	45,554	45,554	-	30,385	33%	
5830	Field Trips Expenses	5,986	40,000	40,000	40,000	-	34,014	15%	

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
5843	Interest - Loans Less than 1 Year	-	1,000	1,000	1,000	-	1,000	0%	
5845	Legal Fees	1,548	10,000	10,000	10,000	-	8,452	15%	
5851	Marketing and Student Recruiting	2,649	6,000	6,000	6,000	-	3,351	44%	
5857	Payroll Fees	3,168	9,000	9,000	9,000	-	5,832	35%	
5861	Prior Yr Exp (not accrued)	13,079	656	656	13,079	(12,423)	-	100%	<i>PY expenses, not accrued</i>
5863	Professional Development	31,297	68,000	68,000	68,000	-	36,703	46%	
5869	Special Education Contract Instructors	16,104	56,000	63,119	63,119	-	47,016	26%	
5872	Special Education Encroachment	30,343	65,354	65,354	66,328	(974)	35,985	46%	
5884	Substitutes	23,875	64,750	64,750	64,750	-	40,875	37%	
5887	Technology Services	19,625	30,000	30,000	30,307	(307)	10,682	65%	
5899	Miscellaneous Operating Expenses	43,789	-	-	-	-	(43,789)		<i>This will clear once we have uncategorized exp</i>
5915	Postage and Delivery	4,104	12,000	12,000	12,000	-	7,896	34%	
SUBTOTAL - Services & Other Operating Exp.		901,348	1,708,513	1,755,385	1,769,821	(14,436)	868,473	51%	

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Forecast	% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent	Notes
Services & Other Operating Expenditures Summary									
5100	Subagreements for Services	509,310	873,103	873,103	873,103	-	363,793	58%	
5200	Travel & Conferences	5,971	30,800	30,800	30,800	-	24,829	19%	
5300	Dues & Memberships	2,450	7,200	7,200	7,200	-	4,750	34%	
5400	Insurance	10,268	27,225	24,642	24,642	-	14,375	42%	
5500	Operations & Housekeeping	102,650	224,000	224,000	224,000	-	121,350	46%	
5600	Rentals, Leases, & Repairs	36,805	27,600	60,668	60,668	-	23,863	61%	
5800	Other Services & Operating Expenses	229,791	506,585	522,972	537,408	(14,436)	307,617	43%	
5900	Communications	4,104	12,000	12,000	12,000	-	7,896	34%	
	SUBTOTAL - Services & Other Operating Exp.	901,348	1,708,513	1,755,385	1,769,821	(14,436)	868,473	51%	
6000	Capital Outlay								
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-		
	TOTAL EXPENSES	2,572,848	5,182,156	5,243,554	5,262,011	(18,457)	2,689,163	49%	
6900	Total Depreciation (includes Prior Years)	-	7,534	7,534	7,534	-	7,534	0%	<i>depr exp estimated per Fixed Assets Sched</i>
	TOTAL EXPENSES including Depreciation	2,572,848	5,189,690	5,251,088	5,269,545	(18,457)	2,696,697	49%	

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget				% of Forecast Spent	Notes
	Actual		Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
	Actual YTD	Approved Budget						
SUMMARY								
Revenue								
General Block Grant	562,718	1,136,266	1,138,502	1,138,679	177	575,961	49%	Updated P-1
Federal Revenue	11,127	290,627	283,700	283,863	163	272,736	4%	
Other State Revenues	95,105	324,146	7,001,115	7,008,849	7,734	6,913,744	1%	PY Revenue not accrued
Local Revenues	9,305	34,000	34,046	34,342	297	25,038	27%	
Fundraising and Grants	8,934	17,500	17,500	17,500	-	8,566	51%	
Total Revenue	687,189	1,802,539	8,474,863	8,483,234	8,371	7,796,045	8%	
Expenses								
Compensation and Benefits	514,240	1,139,323	1,149,563	1,149,563	-	635,323	45%	
Books and Supplies	257,900	378,294	347,643	347,643	-	89,743	74%	
Services and Other Operating Expenditures	301,349	621,731	592,930	623,400	(30,470)	322,051	48%	PY Expenses not accrued
Capital Outlay	-	-	-	-	-	-	-	
Total Expenses	1,073,489	2,139,348	2,090,135	2,120,605	(30,470)	1,047,116	51%	
Operating Income (excluding Depreciation)	(386,300)	(336,808)	6,384,728	6,362,629	(22,099)	6,748,929	-6%	
<i>Operating Income (including Depreciation)</i>	<i>(386,300)</i>	<i>(355,078)</i>	<i>6,366,458</i>	<i>6,344,359</i>	<i>(22,099)</i>	<i>6,730,659</i>	<i>-6%</i>	
Fund Balance								
Beginning Balance (Unaudited)	2,300,710	2,300,710	2,300,710	2,300,710			100%	
Audit Adjustment	(358,604)	-	(358,604)	(358,604)			100%	
Beginning Balance (Audited)	1,942,106	2,300,710	1,942,106	1,942,106			100%	
Operating Income (including Depreciation)	(386,300)	(355,078)	6,366,458	6,344,359			-6%	
Ending Fund Balance (including Depreciation)	1,555,806	1,945,632	8,308,564	8,286,465			19%	

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
ADA	Total ADA		140.7	140.7	140.8			0%	

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual		Budget		Variance		% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	Notes
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	471,295	874,197	876,433	876,386	(47)	405,092	54%	
8012	Education Protection Account Entitlement	15,711	28,130	28,130	28,154	24	12,443	56%	
8096	Charter Schools in Lieu of Property Taxes	75,712	233,939	233,939	234,139	200	158,427	32%	
		562,718	1,136,266	1,138,502	1,138,679	177	575,961	49%	
8100 Federal Revenue									
8181	Special Education - Entitlement	-	27,057	19,639	19,639	-	19,639	0%	
8220	Child Nutrition Programs	2,014	35,872	36,364	36,364	-	34,350	6%	<i>Per Oswaldo - adjust down per revised budget !</i>
8291	Title I	8,485	26,705	26,705	26,705	-	18,220	32%	
8292	Title II	465	465	465	465	-	-	100%	
8293	Title III	-	528	528	528	-	528	0%	
8297	PY Federal - Not Accrued	163	-	-	163	163	-	100%	<i>Increased to match actuals</i>
8298	Implementation Grant	-	200,000	200,000	200,000	-	200,000	0%	
SUBTOTAL - Federal Income		11,127	290,627	283,700	283,863	163	272,736	4%	
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	7,652	-	-	7,652	7,652	-	100%	<i>Increased to match actuals</i>
8380	Special Ed	-	15,000	15,000	15,000	-	15,000	0%	
8381	Special Education - Entitlement (State)	34,322	69,671	71,028	71,089	61	36,767	48%	
8520	Child Nutrition - State	147	4,138	1,465	1,465	-	1,318	10%	
8545	School Facilities Apportionments	-	105,488	117,833	117,833	-	117,833	0%	
8550	Mandated Cost Reimbursements	39,022	3,986	86,599	86,599	-	47,577	45%	
8560	State Lottery Revenue	-	25,458	25,458	25,479	22	25,479	0%	
8590	All Other State Revenue	13,962	100,406	17,452	17,452	-	3,490	80%	
8594	Other State Revenue 4	-	-	6,666,281	6,666,281	-	6,666,281	0%	
SUBTOTAL - Other State Income		95,105	324,146	7,001,115	7,008,849	7,734	6,913,744	1%	
8600 Other Local Revenue									
8634	Food Service Sales	3,511	9,000	9,000	9,000	-	5,489	39%	
8636	Uniforms	5,451	15,000	15,000	15,000	-	9,549	36%	
8660	Interest	273	-	46	273	227	-	100%	<i>Increased to match actuals</i>
8693	Field Trips	-	10,000	10,000	10,000	-	10,000	0%	
8699	All Other Local Revenue	70	-	-	70	70	-	100%	<i>increased to match actuals</i>
8999	Uncategorized Revenue	(0)	-	-	-	-	0		
SUBTOTAL - Local Revenues		9,305	34,000	34,046	34,342	297	25,038	27%	
8800 Donations/Fundraising									
8801	Donations - Parents	-	2,000	2,000	1,000	(1,000)	1,000	0%	
8802	Donations - Private	5,629	5,500	5,500	6,500	1,000	871	87%	<i>Moved \$6,500 from 8801</i>

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
8803	Fundraising	3,305	10,000	10,000	10,000	-	6,695	33%	
SUBTOTAL - Fundraising and Grants		8,934	17,500	17,500	17,500	-	8,566	51%	
TOTAL REVENUE		687,189	1,802,539	8,474,863	8,483,234	8,371	7,796,045	8%	

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget			Forecast Remaining	% of Forecast Spent	Notes
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)			
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	312,771	696,232	672,245	672,245	-	359,474	47%	<i>New Hires increased forecast</i>
1300	Certificated Supervisor & Administrator Salaries	44,121	87,290	126,040	126,040	-	81,919	35%	<i>Laura hired in August , no 1300 employee in July</i>
SUBTOTAL - Certificated Employees		356,892	783,522	798,285	798,285	-	441,393	45%	
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	29,888	66,149	66,149	66,149	-	36,261	45%	
2900	Classified Other Salaries	36,246	68,706	61,706	61,706	-	25,459	59%	
SUBTOTAL - Classified Employees		66,134	134,854	127,854	127,854	-	61,720	52%	
Employee Benefits Summary									
3100	STRS	34,822	73,449	73,306	73,306	-	38,483	48%	
3200	PERS	5,502	7,692	9,961	9,961	-	4,459	55%	
3300	OASDI-Medicare-Alternative	12,343	27,850	28,533	28,533	-	16,190	43%	
3400	Health & Welfare Benefits	34,272	103,334	103,000	103,000	-	68,728	33%	
3500	Unemployment Insurance	194	459	463	463	-	269	42%	
3600	Workers Comp Insurance	4,081	8,161	8,161	8,161	-	4,081	50%	<i>Matches premium agreement</i>
SUBTOTAL - Employee Benefits		91,214	220,947	223,424	223,424	-	132,210	41%	

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Forecast	% of	
		Actual YTD	Approved Budget	Previous Month's	Current Forecast	(Previous vs.	Remaining	Forecast	Notes
				Forecast		Current Forecast)		Spent	
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	159,742	156,000	160,000	160,000	-	259	100%	
4200	Books & Other Reference Materials	11,197	10,330	11,330	11,330	-	133	99%	
4320	Educational Software	2,537	4,739	4,739	4,739	-	2,202	54%	
4325	Instructional Materials & Supplies	4,797	44,500	14,900	14,900	-	10,103	32%	<i>Moved \$100 to 4326</i>
4326	Art & Music Supplies	53	-	100	100	-	47	53%	<i>Moved \$100 from 4325</i>
4330	Office Supplies	2,553	20,000	10,000	10,000	-	7,447	26%	
4335	PE Supplies	97	500	500	500	-	403	19%	
4345	Non Instructional Student Materials & Supplies	2,044	-	3,000	3,000	-	956	68%	
4350	Uniforms	16,042	-	16,042	16,042	-	-	100%	
4400	Noncapitalized Equipment	-	12,500	-	-	-	-		
4410	Classroom Furniture, Equipment & Supplies	484	21,000	21,000	21,000	-	20,516	2%	<i>recoded from 4343, Staples - desk for student</i>
4420	Computers (individual items less than \$5k)	48,930	50,000	50,000	50,000	-	1,070	98%	
4700	Food	9,425	-	55,932	55,932	-	46,507	17%	<i>Moved student food here</i>
4710	Student Food Services	-	58,625	-	-	-	-		
4720	Other Food	-	100	100	100	-	100	0%	
	SUBTOTAL - Books and Supplies	257,900	378,294	347,643	347,643	-	89,743	74%	
	Books & Supplies Summary								
4100	Approved Textbooks & Core Curricula Materials	159,742	156,000	160,000	160,000	-	259	100%	
4200	Books & Other Reference Materials	11,197	10,330	11,330	11,330	-	133	99%	
4300	Materials & Supplies	28,122	69,739	49,280	49,280	-	21,158	57%	
4400	Noncapitalized Equipment	49,414	83,500	71,000	71,000	-	21,586	70%	
4700	Food	9,425	58,725	56,032	56,032	-	46,607	17%	
	SUBTOTAL - Books and Supplies	257,900	378,294	347,643	347,643	-	89,743	74%	

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Forecast	% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent	Notes
5000	Services & Other Operating Expenses								
5101	CMO Fees	-	60,000	60,000	60,000	-	60,000	0%	
5200	Travel & Conferences	-	15,000	-	-	-	-		
5210	Conference Fees	905	5,000	5,000	5,000	-	4,095	18%	Moved from 5200
5215	Travel - Mileage, Parking, Tolls	1,053	20,000	20,000	20,000	-	18,947	5%	
5300	Dues & Memberships	2,240	5,333	5,333	5,333	-	3,093	42%	
5450	Insurance - Other	4,347	13,750	8,694	8,694	-	4,347	50%	Based on CharterSafe invoice
5500	Operations & Housekeeping	4,701	5,000	5,000	5,000	-	300	94%	
5510	Utilities - Gas and Electric	297	2,800	2,800	2,800	-	2,503	11%	
5605	Equipment Leases	1,963	3,672	3,672	3,672	-	1,709	53%	Based on actuals of \$256.81 for 10 months, nee
5610	Rent	134,129	209,000	210,029	210,029	-	75,900	64%	Forecast matches actuals
5615	Repairs and Maintenance - Building	-	12,000	2,000	2,000	-	2,000	0%	
5803	Accounting & Audit Fees	-	3,009	3,009	3,009	-	3,009	0%	
5809	Banking Fees	1,733	1,400	2,000	2,000	-	267	87%	Service charge \$119.76/month and ACH Fee \$1
5813	School Programs - After School Program	658	-	350	658	(308)	0	100%	increased to match actuals - ASB sweaters
5814	School Programs - Academic Competitions	150	-	-	150	(150)	-	100%	Added to forecast to match actuals, not in budget
5820	Consultants - Non Instructional	9,946	-	4,973	9,946	(4,973)	-	100%	Moved from 5822, increased to match actuals
5822	Other Professional Services	8,532	15,000	17,260	12,287	4,973	3,756	69%	Moved 4,973 to 5820
5824	District Oversight Fees	-	11,363	11,385	11,387	(2)	11,387	0%	
5830	Field Trips Expenses	570	-	-	570	(570)	-	100%	Added to forecast to match actuals, not in budget

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Forecast	% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent	Notes
5843	Interest - Loans Less than 1 Year	182	500	500	500	-	318	36%	
5845	Legal Fees	29,894	25,000	30,000	30,000	-	106	100%	Increased per Oswaldo 11/23
5851	Marketing and Student Recruiting	-	24,000	24,000	24,000	-	24,000	0%	
5857	Payroll Fees	1,667	3,000	3,400	3,400	-	1,733	49%	Increased slightly to match actuals - due to new
5861	Prior Yr Exp (not accrued)	29,438	-	-	29,438	(29,438)	-	100%	PY expense not accrued for
5863	Professional Development	1,255	19,000	19,000	19,000	-	17,745	7%	recoded from 4340, Reimb to Amy Nigro
5869	Special Education Contract Instructors	27,568	112,000	112,000	112,000	-	84,432	25%	
5872	Special Education Encroachment	-	3,869	3,627	3,629	(2)	3,629	0%	
5884	Substitutes	4,950	26,276	13,138	13,138	-	8,188	38%	
5887	Technology Services	3,039	17,059	17,059	17,059	-	14,020	18%	
5899	Miscellaneous Operating Expenses	28,546	-	-	-	-	(28,546)		This will disappear once categorized
5900	Communications	3,537	3,900	3,900	3,900	-	363	91%	Based on actuals - rounded to \$325/month
5915	Postage and Delivery	50	4,800	4,800	4,800	-	4,750	1%	
SUBTOTAL - Services & Other Operating Exp.		301,349	621,731	592,930	623,400	(30,470)	322,051	48%	

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance		% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	Notes
Services & Other Operating Expenditures Summary									
5100	Subagreements for Services	-	60,000	60,000	60,000	-	60,000	0%	
5200	Travel & Conferences	1,958	40,000	25,000	25,000	-	23,042	8%	
5300	Dues & Memberships	2,240	5,333	5,333	5,333	-	3,093	42%	
5400	Insurance	4,347	13,750	8,694	8,694	-	4,347	50%	
5500	Operations & Housekeeping	4,998	7,800	7,800	7,800	-	2,803	64%	
5600	Rentals, Leases, & Repairs	136,092	224,672	215,701	215,701	-	79,609	63%	
5800	Other Services & Operating Expenses	148,127	261,475	261,701	292,171	(30,470)	144,043	51%	
5900	Communications	3,587	8,700	8,700	8,700	-	5,113	41%	
	SUBTOTAL - Services & Other Operating Exp.	301,349	621,731	592,930	623,400	(30,470)	322,051	48%	
6000	Capital Outlay								
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-		
	TOTAL EXPENSES	1,073,489	2,139,348	2,090,135	2,120,605	(30,470)	1,047,116	51%	
6900	Total Depreciation (includes Prior Years)	-	18,270	18,270	18,270	-	18,270	0%	
	TOTAL EXPENSES including Depreciation	1,073,489	2,157,618	2,108,405	2,138,875	(30,470)	1,065,386	50%	

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	General Block Grant	760,416	770,883	768,797	715,336	(53,461)	(45,080)	106% <i>Updated P-1. Overpayment will be repaid</i>
	Federal Revenue	7,922	63,688	7,994	9,051	1,057	1,129	88% <i>Title I apportionment</i>
	Other State Revenues	114,777	347,168	306,199	305,140	(1,060)	190,362	38%
	Local Revenues	26	-	26	26	-	-	100%
	Fundraising and Grants	18	15,500	15,500	15,500	-	15,482	0%
	Total Revenue	883,160	1,197,239	1,098,516	1,045,053	(53,464)	161,893	85%
Expenses								
	Compensation and Benefits	612,017	1,066,860	1,148,027	1,148,027	-	536,010	53%
	Books and Supplies	19,492	80,670	78,150	78,150	-	58,657	25%
	Services and Other Operating Expenditures	374,697	688,291	726,541	766,802	(40,261)	392,105	49% <i>PY expenses not accrued and consulting svcs</i>
	Capital Outlay	6,051	6,051	6,051	6,051	-	-	100%
	Total Expenses	1,012,257	1,841,872	1,958,768	1,999,029	(40,261)	986,772	51%
	Operating Income (excluding Depreciation)	(129,097)	(644,633)	(860,252)	(953,977)	(93,725)	(824,879)	14%
	<i>Operating Income (including Depreciation)</i>	<i>(123,046)</i>	<i>(678,435)</i>	<i>(894,054)</i>	<i>(987,779)</i>	<i>(93,725)</i>	<i>(864,732)</i>	<i>12%</i>
Fund Balance								
	Beginning Balance (Unaudited)	473,945	473,945	473,945	473,945			100%
	Audit Adjustment	24,592	-	24,592	24,592			100%
	Beginning Balance (Audited)	498,537	473,945	498,537	498,537			100%
	Operating Income (including Depreciation)	(123,046)	(678,435)	(894,054)	(987,779)			12%
	Ending Fund Balance (including Depreciation)	375,491	(204,490)	(395,517)	(489,242)			-77%
	Total ADA		102.7	102.7	96.2			0% <i>P-1 Data</i>
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	412,892	252,703	250,617	206,264	(44,353)	(206,628)	200% <i>Will need to be paid back</i>
8012	Education Protection Account Entitlement	202,409	144,372	144,372	135,264	(9,108)	(67,145)	150% <i>Will need to be paid back</i>
8096	Charter Schools in Lieu of Property Taxes	145,115	373,808	373,808	373,808	-	228,693	39%
		760,416	770,883	768,797	715,336	(53,461)	(45,080)	106%
8100 Federal Revenue								
8181	Special Education - Entitlement	-	50,752	-	-	-	-	
8220	Child Nutrition Programs	-	6,880	-	-	-	-	
8291	Title I	7,322	5,000	6,265	7,322	1,057	-	100% <i>Increased slightly to match actuals</i>
8292	Title II	489	-	673	673	-	184	73%
8293	Title III	111	1,056	1,056	1,056	-	945	11%
	SUBTOTAL - Federal Income	7,922	63,688	7,994	9,051	1,057	1,129	88%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8300	Other State Revenues							
8319	Other State Apportionments - Prior Years	113	-	-	113	113	-	100% <i>Increased to match actuals</i>
8381	Special Education - Entitlement (State)	-	45,338	-	-	-	-	
8520	Child Nutrition - State	-	554	-	-	-	-	
8550	Mandated Cost Reimbursements	114,664	5,138	255,343	255,343	-	140,679	45%
8560	State Lottery Revenue	-	18,592	18,592	17,419	(1,173)	17,419	0%
8590	All Other State Revenue	-	277,546	32,264	32,264	-	32,264	0%
	SUBTOTAL - Other State Income	114,777	347,168	306,199	305,140	(1,060)	190,362	38%
8600	Other Local Revenue							
8699	All Other Local Revenue	26	-	26	26	-	-	100%
	SUBTOTAL - Local Revenues	26	-	26	26	-	-	100%
8800	Donations/Fundraising							
8801	Donations - Parents	5	500	500	500	-	496	1%
8803	Fundraising	14	15,000	15,000	15,000	-	14,986	0%
	SUBTOTAL - Fundraising and Grants	18	15,500	15,500	15,500	-	15,482	0%
TOTAL REVENUE		883,160	1,197,239	1,098,516	1,045,053	(53,464)	161,893	85%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual		Budget		Variance		% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	309,408	624,925	640,256	640,256	-	330,848	48%	
1300	Certificated Supervisor & Administrator Salaries	83,030	173,536	173,536	173,536	-	90,506	48%	
SUBTOTAL - Certificated Employees		392,438	798,462	813,792	813,792	-	421,354	48%	
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	33,785	51,135	51,135	51,135	-	17,350	66%	
2900	Classified Other Salaries	7,736	25,232	25,232	25,232	-	17,496	31%	
SUBTOTAL - Classified Employees		41,521	76,367	76,367	76,367	-	34,846	54%	
Employee Benefits Summary									
3100	STRS	41,881	81,847	82,205	82,205	-	40,324	51%	
3200	PERS	0	5,589	5,589	5,589	-	5,589	0%	
3300	OASDI-Medicare-Alternative	9,181	19,493	20,465	20,465	-	11,283	45%	
3400	Health & Welfare Benefits	118,186	67,500	132,000	132,000	-	13,814	90% <i>large reduction in staff - make sure actuals go down</i>	
3500	Unemployment Insurance	228	437	445	445	-	217	51%	
3600	Workers Comp Insurance	8,582	17,164	17,164	17,164	-	8,582	50%	
SUBTOTAL - Employee Benefits		178,058	192,031	257,868	257,868	-	79,810	69%	
Books & Supplies									
4100	Approved Textbooks & Core Curricula Materials	783	2,000	2,000	2,000	-	1,217	39%	
4200	Books & Other Reference Materials	845	6,600	6,600	6,600	-	5,755	13%	
4315	Custodial Supplies	-	500	500	500	-	500	0%	
4320	Educational Software	-	5,500	5,500	5,500	-	5,500	0%	
4325	Instructional Materials & Supplies	4,283	16,050	16,050	16,050	-	11,767	27%	
4330	Office Supplies	1,980	28,500	26,300	26,300	-	24,320	8%	
4346	Teacher Supplies	126	-	200	200	-	74	63%	
4400	Noncapitalized Equipment	794	-	1,000	1,000	-	206	79%	
4410	Classroom Furniture, Equipment & Supplies	1,323	3,000	3,000	3,000	-	1,677	44%	
4420	Computers (individual items less than \$5k)	6,111	6,500	6,500	6,500	-	389	94%	
4430	Non Classroom Related Furniture, Equipment & Su	646	500	1,500	1,500	-	854	43%	
4700	Food	1,988	11,520	8,000	8,000	-	6,012	25%	
4720	Other Food	613	-	1,000	1,000	-	387	61%	
SUBTOTAL - Books and Supplies		19,492	80,670	78,150	78,150	-	58,657	25%	
Books & Supplies Summary									
4100	Approved Textbooks & Core Curricula Materials	783	2,000	2,000	2,000	-	1,217	39%	
4200	Books & Other Reference Materials	845	6,600	6,600	6,600	-	5,755	13%	

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4300	Materials & Supplies	6,389	50,550	48,550	48,550	-	42,160	13%
4400	Noncapitalized Equipment	8,874	10,000	12,000	12,000	-	3,126	74%
4700	Food	2,601	11,520	9,000	9,000	-	6,399	29%
SUBTOTAL - Books and Supplies		19,492	80,670	78,150	78,150	-	58,657	25%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses							
5200	Travel & Conferences	5,899	5,000	5,800	6,000	(200)	101	98% <i>Moved from 5210</i>
5210	Conference Fees	2,270	5,000	4,200	4,000	200	1,730	57% <i>Moved to 5200</i>
5215	Travel - Mileage, Parking, Tolls	22	-	100	100	-	78	22%
5220	Travel and Lodging	4,897	7,000	6,900	6,900	-	2,003	71%
5300	Dues & Memberships	484	975	975	975	-	491	50%
5450	Insurance - Other	12,917	10,765	25,835	25,835	-	12,917	50%
5500	Operations & Housekeeping	3,480	2,500	11,000	11,000	-	7,520	32%
5510	Utilities - Gas and Electric	4,633	6,000	6,000	6,000	-	1,367	77%
5605	Equipment Leases	43,088	60,000	75,000	75,000	-	31,912	57%
5610	Rent	173,150	311,245	311,245	311,245	-	138,095	56%
5615	Repairs and Maintenance - Building	387	1,000	1,000	1,000	-	613	39%
5617	Repairs and Maintenance - Other Equipment	770	1,000	1,000	1,000	-	230	77%
5631	Other Rentals, Leases and Repairs - Site Relocatic	37,737	66,800	66,800	66,800	-	29,063	56%
5803	Accounting & Audit Fees	-	6,000	6,000	6,000	-	6,000	0%
5809	Banking Fees	96	1,800	1,800	1,800	-	1,704	5%
5814	School Programs - Academic Competitions	605	-	60	605	(545)	-	100% <i>Increased to match actuals</i>
5822	Other Professional Services	19,079	3,120	13,120	19,079	(5,959)	-	100% <i>Includes cost of Diaz & Assoc., Increased basec</i>
5824	District Oversight Fees	2,717	7,709	7,688	7,153	535	4,436	38%
5843	Interest - Loans Less than 1 Year	-	1,000	1,000	1,000	-	1,000	0%
5845	Legal Fees	6,423	10,000	10,000	10,000	-	3,578	64%
5851	Marketing and Student Recruiting	75	3,600	3,600	3,600	-	3,525	2%
5857	Payroll Fees	1,824	4,004	4,004	4,004	-	2,180	46%
5861	Prior Yr Exp (not accrued)	39,477	-	5,185	39,477	(34,292)	-	100% <i>PY expenses not accrued, matches actuals</i>
5863	Professional Development	300	1,706	1,706	1,706	-	1,406	18%
5884	Substitutes	-	12,188	4,642	4,642	-	4,642	0%
5887	Technology Services	8,515	21,000	21,000	21,000	-	12,485	41%
5893	Transportation - Student	-	118,080	118,080	118,080	-	118,080	0% <i>per agreement = \$328/bus/day @180 days</i>
5899	Miscellaneous Operating Expenses	1,407	-	-	-	-	(1,407)	<i>uncategorized - will clear in future months</i>
5900	Communications	2,694	16,000	8,000	8,000	-	5,306	34%
5915	Postage and Delivery	1,753	4,800	4,800	4,800	-	3,047	37%
	SUBTOTAL - Services & Other Operating Exp.	374,697	688,291	726,541	766,802	(40,261)	392,105	49%
	Services & Other Operating Expenditures Summary							
5200	Travel & Conferences	13,088	17,000	17,000	17,000	-	3,912	77%
5300	Dues & Memberships	484	975	975	975	-	491	50%
5400	Insurance	12,917	10,765	25,835	25,835	-	12,917	50%
5500	Operations & Housekeeping	8,113	8,500	17,000	17,000	-	8,888	48%
5600	Rentals, Leases, & Repairs	255,131	440,045	455,045	455,045	-	199,914	56%
5800	Other Services & Operating Expenses	80,517	190,207	197,886	238,147	(40,261)	157,630	34%
5900	Communications	4,447	20,800	12,800	12,800	-	8,353	35%
	SUBTOTAL - Services & Other Operating Exp.	374,697	688,291	726,541	766,802	(40,261)	392,105	49%
6000	Capital Outlay							

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
6400	Equipment	6,051	6,051	6,051	6,051	-	-	100% <i>Increased to match actuals</i>
SUBTOTAL - Capital Outlay		6,051	6,051	6,051	6,051	-	-	100%
TOTAL EXPENSES		1,012,257	1,841,872	1,958,768	1,999,029	(40,261)	986,772	51%
6900	Total Depreciation (includes Prior Years)	-	39,853	39,853	39,853	-	39,853	0%
TOTAL EXPENSES including Depreciation		1,006,206	1,875,674	1,992,570	2,032,831	(40,261)	1,026,625	49%

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget				% of Forecast Spent	Notes
	Actual		Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
	Actual YTD	Approved Budget						
SUMMARY								
Revenue								
General Block Grant	1,117,337	2,978,176	2,908,733	2,913,006	4,273	1,795,669	38%	<i>Updated with P-1</i>
Federal Revenue	8,483	84,919	84,919	85,583	664	77,100	10%	
Other State Revenues	166,985	481,095	481,555	481,939	384	314,954	35%	
Local Revenues	54,562	108,800	108,800	108,800	-	54,238	50%	
Fundraising and Grants	2,880	20,000	20,000	20,000	-	17,120	14%	
Total Revenue	1,350,247	3,672,990	3,604,007	3,609,328	5,321	2,259,081	37%	
Expenses								
Compensation and Benefits	854,361	1,901,637	2,006,312	2,010,527	(4,215)	1,156,166	42%	<i>New hire</i>
Books and Supplies	103,390	354,709	358,010	358,010	-	254,620	29%	
Services and Other Operating Expenditures	276,166	843,014	841,295	854,375	(13,080)	578,209	32%	<i>PY Expenses not accrued</i>
Capital Outlay	-	-	-	-	-	-		
Total Expenses	1,233,917	3,099,359	3,205,618	3,222,912	(17,295)	1,988,995	38%	
Operating Income (excluding Depreciation)	116,330	573,631	398,389	386,416	(11,973)	270,086	30%	
<i>Operating Income (including Depreciation)</i>	116,330	529,012	353,770	341,797	(11,973)	225,467	34%	
Fund Balance								
Beginning Balance (Unaudited)	615,301	615,301	615,301	615,301			100%	
Audit Adjustment	20,654	-	20,654	20,654			100%	
Beginning Balance (Audited)	635,955	615,301	635,955	635,955			100%	
Operating Income (including Depreciation)	116,330	529,012	353,770	341,797			34%	
Ending Fund Balance (including Depreciation)	752,285	1,144,313	989,725	977,752			77%	

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget				% of Forecast Spent	Notes
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
Total ADA		409.3	409.3	409.9			0%	

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual		Budget		Variance		% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	Forecast Spent	Notes
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	294,758	678,457	609,014	609,817	803	315,059	48%	
8012	Education Protection Account Entitlement	185,955	558,923	558,923	559,766	843	373,811	33%	
8096	Charter Schools in Lieu of Property Taxes	636,624	1,740,796	1,740,796	1,743,423	2,627	1,106,799	37%	
		1,117,337	2,978,176	2,908,733	2,913,006	4,273	1,795,669	38%	
8100 Federal Revenue									
8181	Special Education - Entitlement	-	38,931	38,931	38,931	-	38,931	0%	
8220	Child Nutrition Programs	4,165	23,833	23,833	23,833	-	19,668	17%	
8291	Title I	3,613	22,155	22,155	22,111	(44)	18,498	16%	Matches apportionment
8292	Title II	598	-	-	601	601	3	100%	Increased to match apportionment
8293	Title III	107	-	-	107	107	-	100%	Increased to match apportionment
SUBTOTAL - Federal Income		8,483	84,919	84,919	85,583	664	77,100	10%	
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	3,129	-	-	-	-	(3,129)		
8381	Special Education - Entitlement (State)	77,828	180,632	180,632	180,904	273	103,076	43%	
8520	Child Nutrition - State	267	3,841	3,841	3,841	-	3,575	7%	
8550	Mandated Cost Reimbursements	85,762	5,064	193,676	193,676	-	107,914	44%	
8560	State Lottery Revenue	-	74,075	74,075	74,186	112	74,186	0%	
8590	All Other State Revenue	-	217,484	29,331	29,331	-	29,331	0%	
SUBTOTAL - Other State Income		166,985	481,095	481,555	481,939	384	314,954	35%	
8600 Other Local Revenue									
8634	Food Service Sales	-	12,000	12,000	12,000	-	12,000	0%	
8636	Uniforms	24,845	30,000	30,000	30,000	-	5,155	83%	
8660	Interest	321	1,800	1,800	1,800	-	1,479	18%	SDCOE int forecast based on July actuals
8693	Field Trips	28,130	35,000	35,000	35,000	-	6,870	80%	
8699	All Other Local Revenue	-	30,000	30,000	30,000	-	30,000	0%	
8999	Uncategorized Revenue	1,266	-	-	-	-	(1,266)		Will go away once coding is received
SUBTOTAL - Local Revenues		54,562	108,800	108,800	108,800	-	54,238	50%	
8800 Donations/Fundraising									
8802	Donations - Private	626	5,000	5,000	5,000	-	4,374	13%	Moved 5K from fundraising
8803	Fundraising	2,254	15,000	15,000	15,000	-	12,746	15%	
SUBTOTAL - Fundraising and Grants		2,880	20,000	20,000	20,000	-	17,120	14%	
TOTAL REVENUE		1,350,247	3,672,990	3,604,007	3,609,328	5,321	2,259,081	37%	

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget			Forecast Remaining	% of Forecast Spent	Notes
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)			
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	511,426	1,178,805	1,211,827	1,215,577	(3,750)	704,151	42%	
1300	Certificated Supervisor & Administrator Salaries	88,367	208,731	212,731	212,731	-	124,364	42%	
SUBTOTAL - Certificated Employees		599,793	1,387,536	1,424,558	1,428,308	(3,750)	828,516	42%	
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	25,869	59,885	58,365	58,365	-	32,496	44%	
2900	Classified Other Salaries	37,233	92,691	122,802	122,802	-	85,569	30%	
SUBTOTAL - Classified Employees		63,101	152,576	181,167	181,167	-	118,065	35%	
Employee Benefits Summary									
3100	STRS	64,024	129,113	134,105	134,507	(402)	70,484	48%	
3200	PERS	6,726	14,033	15,138	15,138	-	8,412	44%	
3300	OASDI-Medicare-Alternative	14,560	43,269	45,423	45,484	(61)	30,924	32%	
3400	Health & Welfare Benefits	100,897	154,222	185,000	185,000	-	84,103	55%	
3500	Unemployment Insurance	340	993	1,026	1,028	(2)	688	33%	
3600	Workers Comp Insurance	4,921	19,895	19,895	19,895	-	14,975	25%	
SUBTOTAL - Employee Benefits		191,467	361,525	400,587	401,052	(465)	209,585	48%	

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	8,558	145,000	145,000	145,000	-	136,442	6%	
4200	Books & Other Reference Materials	594	10,500	10,500	10,500	-	9,906	6%	
4300	Materials & Supplies	-	50	50	50	-	50	0%	
4315	Custodial Supplies	1,270	9,000	9,000	9,000	-	7,730	14%	
4320	Educational Software	7,919	15,000	15,000	15,000	-	7,082	53%	
4325	Instructional Materials & Supplies	2,609	16,900	13,900	13,700	200	11,091	19%	
4326	Art & Music Supplies	2,067	-	2,000	2,200	(200)	133	94%	Moved 200 from 4325
4330	Office Supplies	11,537	49,764	47,242	47,242	-	35,704	24%	Moved to 45345
4335	PE Supplies	1,497	5,000	5,000	5,000	-	3,503	30%	
4340	Professional Development Supplies	37	3,000	3,000	3,000	-	2,963	1%	
4345	Non Instructional Student Materials & Supplies	2,522	-	2,522	2,522	-	-	100%	Moved from 4330
4346	Teacher Supplies	844	-	1,000	1,000	-	156	84%	
4350	Uniforms	18,006	15,205	18,006	18,006	-	-	100%	Increased to match actuals
4400	Noncapitalized Equipment	1,243	1,300	1,300	1,300	-	57	96%	
4410	Classroom Furniture, Equipment & Supplies	9,731	31,700	30,038	30,038	-	20,307	32%	Moved to 4420
4420	Computers (individual items less than \$5k)	19,162	17,500	19,162	19,162	-	-	100%	Moved from 4410
4700	Food	15,558	236	34,790	34,790	-	19,232	45%	Student food 4700 and Other staff food is not 47
4710	Student Food Services	-	34,554	-	-	-	-	-	
4720	Other Food	236	-	500	500	-	264	47%	Not in budget - staff food
	SUBTOTAL - Books and Supplies	103,390	354,709	358,010	358,010	(0)	254,620	29%	
Books & Supplies Summary									
4100	Approved Textbooks & Core Curricula Materials	8,558	145,000	145,000	145,000	-	136,442	6%	
4200	Books & Other Reference Materials	594	10,500	10,500	10,500	-	9,906	6%	
4300	Materials & Supplies	48,309	113,919	116,720	116,720	(0)	68,412	41%	
4400	Noncapitalized Equipment	30,136	50,500	50,500	50,500	-	20,364	60%	
4700	Food	15,793	34,790	35,290	35,290	-	19,497	45%	
	SUBTOTAL - Books and Supplies	103,390	354,709	358,010	358,010	(0)	254,620	29%	

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Forecast	% of	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent	Notes
5000	Services & Other Operating Expenses								
5101	CMO Fees	167,380	334,759	334,759	334,759	-	167,380	50%	
5200	Travel & Conferences	393	3,000	3,000	3,000	-	2,607	13%	
5210	Conference Fees	1,535	4,000	3,900	3,900	-	2,365	39%	Moved to 5215
5215	Travel - Mileage, Parking, Tolls	3,476	3,000	3,100	3,600	(500)	124	97%	Moved from 5210
5220	Travel and Lodging	7,028	10,000	10,000	9,500	500	2,472	74%	
5300	Dues & Memberships	2,381	5,400	5,400	5,400	-	3,019	44%	
5450	Insurance - Other	5,962	17,978	17,886	17,886	-	11,924	33%	Matches CharterSafe Invoice
5510	Utilities - Gas and Electric	14,314	37,200	37,200	37,200	-	22,886	38%	
5605	Equipment Leases	8,628	18,000	18,000	18,000	-	9,372	48%	
5615	Repairs and Maintenance - Building	673	4,800	4,800	4,800	-	4,127	14%	
5617	Repairs and Maintenance - Other Equipment	1,231	4,800	4,800	4,800	-	3,569	26%	
5803	Accounting & Audit Fees	-	5,000	5,000	5,000	-	5,000	0%	
5809	Banking Fees	108	1,000	1,000	1,000	-	892	11%	
5814	School Programs - Academic Competitions	1,837	-	5,000	5,000	-	3,163	37%	Moved from field trip expenses
5819	School Programs - Other	542	42	542	542	-	0	100%	Moved from 5822
5820	Consultants - Non Instructional	413	-	500	500	-	87	83%	Moved from 5822
5822	Other Professional Services	2,100	54,500	53,500	53,500	-	51,401	4%	Moved to 5819 and 5820
5824	District Oversight Fees	2,979	89,345	87,262	87,390	(128)	84,411	3%	
5830	Field Trips Expenses	-	45,000	40,000	40,000	-	40,000	0%	

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget				
		Actual				Variance	Forecast	% of
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent
								Notes
5843	Interest - Loans Less than 1 Year	-	1,000	1,000	1,000	-	1,000	0%
5845	Legal Fees	3,283	50,000	50,000	50,000	-	46,717	7%
5851	Marketing and Student Recruiting	5,756	24,000	24,000	24,000	-	18,244	24%
5857	Payroll Fees	2,518	3,590	4,000	4,000	-	1,482	63%
5861	Prior Yr Exp (not accrued)	12,998	-	46	12,998	(12,952)	-	100% <i>PY not accrued, matches actuals</i>
5863	Professional Development	1,616	10,000	10,000	10,000	-	8,384	16%
5869	Special Education Contract Instructors	4,128	55,000	55,000	55,000	-	50,872	8%
5884	Substitutes	1,102	25,000	25,000	25,000	-	23,898	4%
5887	Technology Services	11,044	19,200	19,200	19,200	-	8,156	58%
5899	Miscellaneous Operating Expenses	8,123	-	-	-	-	(8,123)	<i>Uncategorized will go away when coding receive</i>
5900	Communications	4,621	17,400	17,400	17,400	-	12,779	27%
SUBTOTAL - Services & Other Operating Exp.		276,166	843,014	841,295	854,375	(13,080)	578,209	32%

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
Services & Other Operating Expenditures Summary									
5100	Subagreements for Services	167,380	334,759	334,759	334,759	-	167,380	50%	
5200	Travel & Conferences	12,432	20,000	20,000	20,000	-	7,568	62%	
5300	Dues & Memberships	2,381	5,400	5,400	5,400	-	3,019	44%	
5400	Insurance	5,962	17,978	17,886	17,886	-	11,924	33%	
5500	Operations & Housekeeping	14,314	37,200	37,200	37,200	-	22,886	38%	
5600	Rentals, Leases, & Repairs	10,532	27,600	27,600	27,600	-	17,068	38%	
5800	Other Services & Operating Expenses	58,545	382,677	381,050	394,130	(13,080)	335,585	15%	
5900	Communications	4,621	17,400	17,400	17,400	-	12,779	27%	
	SUBTOTAL - Services & Other Operating Exp.	276,166	843,014	841,295	854,375	(13,080)	578,209	32%	
6000	Capital Outlay								
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-		
TOTAL EXPENSES		1,233,917	3,099,359	3,205,618	3,222,912	(17,295)	1,988,995	38%	
6900	Total Depreciation (includes Prior Years)	-	44,619	44,619	44,619	-	44,619	0%	
TOTAL EXPENSES including Depreciation		1,233,917	3,143,978	3,250,237	3,267,531	(17,295)	2,033,614	38%	

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Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget			% of Forecast Spent	Notes
	Actual		Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining		
	Actual YTD	Previous Month's Forecast					
SUMMARY							
Revenue							
Local Revenues	2,556,293	4,727,733	4,727,733	-	2,171,441	54%	
Total Revenue	2,581,293	4,977,733	4,977,733	-	2,396,441	52%	
Expenses							
Compensation and Benefits	1,404,746	2,780,963	2,798,264	(17,301)	1,393,518	50%	
Books and Supplies	50,938	109,423	109,423	-	58,486	47%	
Services and Other Operating Expenditures	1,177,251	2,114,172	2,214,622	(100,450)	1,037,372	53%	
Capital Outlay	-	-	-	-	-		
Total Expenses	2,632,934	5,004,559	5,122,310	(117,751)	2,489,375	51%	
Operating Income (excluding Depreciation)	(51,642)	(26,825)	(144,576)	(117,751)	(92,934)	36%	
<i>Operating Income (including Depreciation)</i>	(51,642)	(34,491)	(152,242)	(117,751)	(100,600)	34%	
Fund Balance							
Beginning Balance (Unaudited)	689,915	689,915	689,915			100%	
Audit Adjustment	(654,272)	(654,272)	(654,272)			100%	
Beginning Balance (Audited)	35,643	35,643	35,643			100%	
Operating Income (including Depreciation)	(51,642)	(34,491)	(152,242)			34%	
Ending Fund Balance (including Depreciation)	(15,999)	1,152	(116,599)			14%	

MERF

Budget vs. Actuals

As of most recent monthly close

Budget vs. Actual		Budget				
Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes

MERF

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	Notes
REVENUE								
8600	Other Local Revenue							
8690	Other Local Revenue	200	200	200	-	-	100%	<i>Increased to match actuals</i>
8701	CMO Management Fee - MSA1	509,310	873,103	873,103	-	363,793	58%	
8702	CMO Management Fee - MSA2	509,310	873,103	873,103	-	363,793	58%	
8703	CMO Management Fee - MSA3	363,793	873,103	873,103	-	509,310	42%	
8704	CMO Management Fee - MSA4	95,496	163,707	163,707	-	68,211	58%	
8705	CMO Management Fee - MSA5	38,198	65,483	65,483	-	27,285	58%	
8706	CMO Management Fee - MSA6	38,198	65,483	65,483	-	27,285	58%	
8707	CMO Management Fee - MSA7	318,319	545,689	545,689	-	227,371	58%	
8708	CMO Management Fee - MSA8	509,310	873,103	873,103	-	363,793	58%	
8709	CMO Management Fee - MSA-SA	-	60,000	60,000	-	60,000	0%	
8712	CMO Management Fee - MSA-SD	167,380	334,759	334,759	-	167,380	50%	
8999	Uncategorized Revenue	6,779	-	-	-	(6,779)		<i>Uncategorized - need coding</i>
SUBTOTAL - Local Revenues		2,556,293	4,727,733	4,727,733	-	2,171,441	54%	
8800	Donations/Fundraising							
8802	Donations - Private	25,000	250,000	250,000	-	225,000	10%	
SUBTOTAL - Fundraising and Grants		25,000	250,000	250,000	-	225,000	10%	
TOTAL REVENUE		2,581,293	4,977,733	4,977,733	-	2,396,441	52%	

MERF

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
EXPENSES								
Compensation & Benefits								
Certificated Employees Summary								
1300	Certificated Supervisor & Administrator Salaries	189,784	320,000	320,000	-	130,216	59%	
SUBTOTAL - Certificated Employees		189,784	320,000	320,000	-	130,216	59%	
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	996,257	1,949,775	1,967,662	(17,888)	971,406	51%	
2900	Classified Other Salaries	25,961	25,961	25,961	-	-	100%	
SUBTOTAL - Classified Employees		1,022,218	1,975,736	1,993,624	(17,888)	971,406	51%	
Employee Benefits Summary								
3300	OASDI-Medicare-Alternative	87,880	190,618	189,907	710	102,028	46%	
3400	Health & Welfare Benefits	87,642	165,000	165,000	-	77,358	53%	
3500	Unemployment Insurance	4,702	12,005	12,005	-	7,303	39%	
3600	Workers Comp Insurance	-	24,855	25,675	(821)	25,675	0%	
3700	Retiree Benefits	12,521	92,750	92,053	697	79,531	14%	
SUBTOTAL - Employee Benefits		192,744	485,227	484,640	587	291,896	40%	

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Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	233	1,000	1,000	-	767	23%	
4320	Educational Software	16,160	18,900	18,900	-	2,740	86%	
4325	Instructional Materials & Supplies	44	100	100	-	56	44%	
4330	Office Supplies	6,018	7,000	7,000	-	982	86% <i>Increased to match spending on Staples</i>	
4400	Noncapitalized Equipment	1,686	44,000	44,000	-	42,314	4%	
4420	Computers (individual items less than \$5k)	8,423	8,423	8,423	-	-	100% <i>Increased to match actuals</i>	
4700	Food	-	-	-	-	-	<i>Moved forecast to "other food" out of student for</i>	
4720	Other Food	18,374	30,000	30,000	-	11,626	61% <i>Increased to match actual spending</i>	
	SUBTOTAL - Books and Supplies	50,938	109,423	109,423	-	58,486	47%	
Books & Supplies Summary								
4100	Approved Textbooks & Core Curricula Materials	233	1,000	1,000	-	767	23%	
4300	Materials & Supplies	22,222	26,000	26,000	-	3,778	85%	
4400	Noncapitalized Equipment	10,110	52,423	52,423	-	42,314	19%	
4700	Food	18,374	30,000	30,000	-	11,626	61%	
	SUBTOTAL - Books and Supplies	50,938	109,423	109,423	-	58,486	47%	

MERF

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget			
		Actual					
			Previous Month's	Current	Variance	Forecast	% of
		Actual YTD	Forecast	Forecast	(Previous vs. Current Forecast)	Remaining	Forecast Spent
							Notes
5000	Services & Other Operating Expenses						
5200	Travel & Conferences	5,403	8,000	7,821	179	2,418	69%
5210	Conference Fees	23,879	21,200	23,879	(2,679)	-	100% <i>Includes the NWEA Conference, not budgeted f</i>
5215	Travel - Mileage, Parking, Tolls	10,073	8,500	10,073	(1,573)	-	100% <i>Moved \$1500 tfrom 5220</i>
5220	Travel and Lodging	32,166	122,300	118,227	4,073	86,062	27% <i>Moved to 5215</i>
5300	Dues & Memberships	5,229	10,000	10,000	-	4,771	52%
5450	Insurance - Other	-	14,400	14,400	-	14,400	0%
5500	Operations & Housekeeping	514	20,189	20,189	-	19,675	3%
5605	Equipment Leases	4,168	12,000	12,000	-	7,832	35%
5610	Rent	89,274	150,000	150,000	-	60,726	60%
5615	Repairs and Maintenance - Building	83	83	83	-	-	100% <i>Moved from Operations and Housekeeping</i>
5803	Accounting & Audit Fees	-	6,000	6,000	-	6,000	0%
5809	Banking Fees	5,641	10,000	10,000	-	4,359	56% <i>Increased based on actuals - quartely payments</i>
5812	Business Services	236,396	695,000	695,000	-	458,604	34%
5820	Consultants - Non Instructional	178,205	307,000	307,000	-	128,795	58%
5822	Other Professional Services	189,483	285,500	285,500	-	96,017	66%

MERF

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget			
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
							Notes
5845	Legal Fees	47,460	100,000	100,000	-	52,540	47%
5851	Marketing and Student Recruiting	33,426	20,000	38,000	(18,000)	4,574	88%
5857	Payroll Fees	3,940	10,000	10,000	-	6,060	39% <i>Decreased based on actuals</i>
5861	Prior Yr Exp (not accrued)	(539)	-	(539)	539	-	100%
5863	Professional Development	177,989	95,000	177,989	(82,989)	-	100%
5887	Technology Services	23,361	61,000	61,000	-	37,639	38%
5899	Miscellaneous Operating Expenses	100,718	-	-	-	(100,718)	<i>Uncategorized - need coding</i>
5900	Communications	7,856	144,000	144,000	-	136,144	5%
5915	Postage and Delivery	2,527	14,000	14,000	-	11,473	18%
SUBTOTAL - Services & Other Operating Exp.		1,177,251	2,114,172	2,214,622	(100,450)	1,037,372	53%

MERF

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				
		Actual YTD	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
								Notes
Services & Other Operating Expenditures Summary								
5200	Travel & Conferences	71,521	160,000	160,000	(0)	88,479	45%	
5300	Dues & Memberships	5,229	10,000	10,000	-	4,771	52%	
5400	Insurance	-	14,400	14,400	-	14,400	0%	
5500	Operations & Housekeeping	514	20,189	20,189	-	19,675	3%	
5600	Rentals, Leases, & Repairs	93,525	162,083	162,083	-	68,558	58%	
5800	Other Services & Operating Expenses	996,079	1,589,500	1,689,950	(100,450)	693,871	59%	
5900	Communications	10,383	158,000	158,000	-	147,617	7%	
	SUBTOTAL - Services & Other Operating Exp.	1,177,251	2,114,172	2,214,622	(100,450)	1,037,372	53%	
6000	Capital Outlay							
	SUBTOTAL - Capital Outlay	-	-	-	-	-		
	TOTAL EXPENSES	2,632,934	5,004,559	5,122,310	(117,751)	2,489,375	51%	
6900	Total Depreciation (includes Prior Years)	-	7,666	7,666	-	7,666	0%	
	TOTAL EXPENSES including Depreciation	2,632,934	5,012,224	5,129,975	(117,751)	2,497,041	51%	



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Text

Board Agenda Item #	V. C
Date:	02.11.2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Update on Back Office Provider Services

Proposed Board Recommendation

Written report. No action required.

Background

As a condition of charter renewal of MSA-SD, San Diego Unified School District (SDUSD) stipulated that Magnolia outsource its back office services to a third party service provider. Los Angeles Unified School District also strongly advised outsourcing the services, although it was not formally required from Magnolia.

Based on the required renewal condition from SDUSD, financial challenges, and audits surrounding Magnolia Public Schools, the organization entered into an agreement with EdTec to outsource the back office functions. The purpose of the agreement was to support the accounting and compliance functions of all MPS schools and home office.

Based on the original Request for Proposal (RFP) published by MPS, the organization separated the services to be provided by MPS' staff and the back office service provider:

Externally Provided Services	Internally Managed Services
<ul style="list-style-type: none"> ▪ Accounts payable & receivable ▪ Payroll and accompanying report ▪ Cash flow management ▪ Budget preparation ▪ Financial reports preparation (Board & Mgmt.) ▪ Regulatory reporting & compliance (including Title I) ▪ California Public Attendance Data; Student data; testing; etc. ▪ Local Control Funding Formula/Local Control 	<ul style="list-style-type: none"> ▪ Debt and Facilities management ▪ Strategic planning ▪ MSA-wide financial & budget training ▪ Data strategy development: strategic alignment & project prioritization ▪ Risk Supporting leadership team on financial aspects of programmatic issues management; insurance ▪ Staffing of Board Finance Committee ▪ All reporting with regard to financial Integrity ▪ Internal Controls/Processes



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

Accountability Plan

- Accounting Technology
 - Personnel Administration
 - Exemplary leadership in school finance
 - Testifying as to MPS' financial integrity
-

On April 23, 2015, MPS and EdTec entered into a back office service agreement that included the following scope of services detailed in the EdTec Statement of Work:

1. Finance and Accounting
 - a. Budgeting
 - b. Financial Statements
 - c. Accounting
 - d. Accounts Payable and Accounts Receivable
 - e. Government and Financial Reporting
 - f. Audit Support
2. Payroll
 - a. Payroll Processing
 - b. Payroll Reporting
 - c. Payroll Record Maintenance
 - d. W-2 Processing
 - e. IRS, SDI, WC Support
 - f. STRS/PERS
3. Business Consulting
 - a. Negotiations
 - b. Strategic Budget Development
 - c. Financing Support
 - d. Legal Services Optimization
 - e. Special Projects
4. Board Meeting Support
 - a. Board Meeting Attendance
5. Compliance and Accountability
 - a. Funding Compliance
 - b. District and State Regulation Compliance
6. Attendance and Data Reporting
 - a. Local Attendance Reporting
 - b. State Attendance Reporting
 - c. Non-Attendance Reporting
 - d. Attendance Procedures Assistance
 - e. Quarterly ADA Analysis



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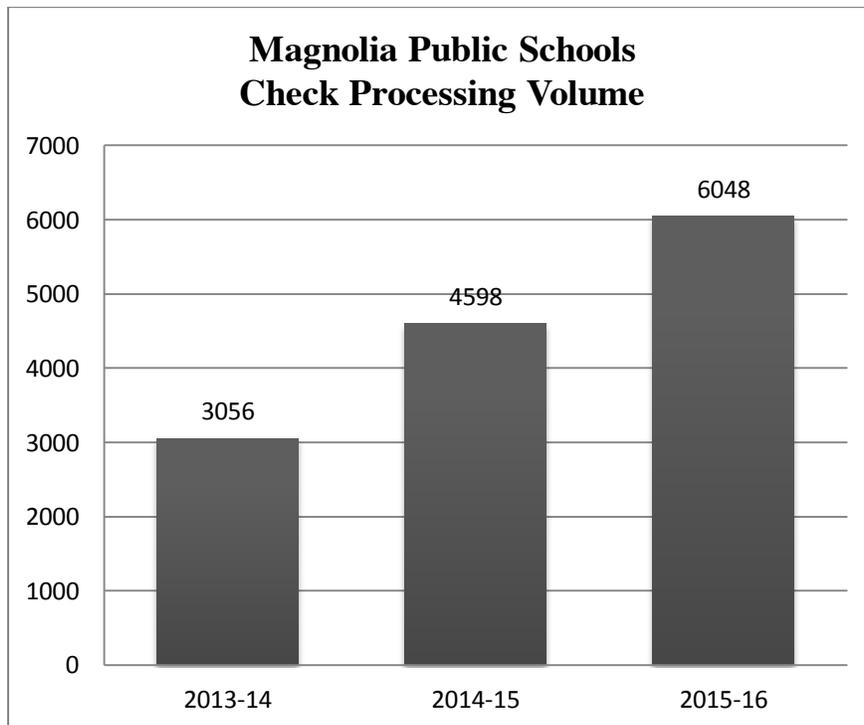
7. Charter Development and Grants Administration

- a. Financial Reports
- b. Fund Accounting
- c. Public Charter School Grant Program (PCSGP) grant reporting
- d. Consolidated Application (ConApp, now call CARS)
- e. State Revolving Loan
- f. After School Education and Safety Program (ASES)
- g. School Based Medi-Cal Administrative Activities (SMAA)
- h. Charter School Facilities Incentive Grant (CSFIG)
- i. Deferral Exemption Application

System Implementation and Transition of Job Duties

During the past eight (8) months, MPS' staff has worked with EdTec to transition the job functions in accordance with the service agreement, as well as establish and implement new internal controls and procedures for the organization.

Part of the challenges includes the increase quantity of checks issued by the organization, and the additional steps required compared from the previous years. In the last couple of years, MPS has consistently increased the volume of check processed and has increased transaction processing by 97.91%, from 3,056 transactions during fiscal year 2013-14 to 6,048 projected transactions for FY 2015-16.



FY 2015-16 check volume is estimated based on current payment trend.



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Due to the comments and observations provided by the State Auditors and our authorizing agencies, we have been implementing tighter controls and procedures that allow increase levels of oversight and financial integrity. In addition to the step-up in internal controls and increased Accounts Payable processing volume, we have been providing additional documentation required to suffice current and future audit requirements.

As part of the transition process, MPS' financials have been transferred to NetSuite, a mid-size financial system that is more robust in comparison to QuickBooks. NetSuite allows a chart of accounts that is in accordance with the California Department of Education Standardized Account Code Structure (SACS), and that provides additional assurances of data integrity and audit trail of all transactions.

During the first half of the year EdTec provided payroll processing and reporting services. As of January 1, 2016, MPS has implemented a new payroll system in order to address various compliance issues relating to proper time keeping and reporting, as well as employee data integrity. MPS' staff worked with EdTec during the transition period, and is currently providing all required reports to ensure that the information is properly presented in the financial statements.

During the next couple of months, MPS's staff will be working with EdTec to systemize and implement a purchasing system and process that will allow the organization to ensure that all purchases made have been received by the intended users, and approvals are in accordance with our accounting policies and procedures. Currently, manual steps are followed in order to ensure that the process has been completed and paid, and a systemized process needs to be implemented.

Based on conversations with MPS' external auditors and authorizers, we are working with EdTec to locate a best in class fixed assets inventory system. We are currently in the process of identifying a system that will allow our schools to keep a tight control in equipment and assets, and that will provide the necessary reports for audit and review purposes. As of today, the organization has been keeping manual logs that are prone to human error, and that are not consistent among all schools.

Conclusion

As we get close to the one-year mark, we have been working with EdTec to ensure that the processes in place are adequate for our current organization size and future growth. MPS has been taking the system changes as an opportunity to replace legacy processes, technologies and old methodologies that have been long outgrown by the organization.

Budget Implications:

None.

Name of Staff Originator:

Oswaldo Diaz
Chief Financial Officer